

## SCHOOL COMMITTEE.

1893.

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	TERM EXPIRES.
JOHN BRADY, - - - -	January, 1894.
PERCY S. GRANT, - - - -	- " 1894.
JOHN BROWN, - - - -	- " 1894.
LEONTINE LINCOLN, - - - -	- " 1895.
LOUISA G. ALDRICH, - - - -	- " 1895.
HARRIET T. HEALY, - - - -	- " 1895.
WILLIAM G. BENNETT, - - - -	- " 1896.
SUSAN H. WIXON, - - - -	- " 1896.
PAYSON W. LYMAN, - - - -	- " 1896.

WILLIAM CONNELL, *Supt. of Schools.*

Office, City Hall Building.

Office hours, from 11.30 to 12.30, school days.

Saturdays, from 10.00 to 12.00.

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 ORGANIZATION.
LEONTINE LINCOLN, *Chairman.*WILLIAM CONNELL, *Secretary.*

#### SUB-COMMITTEES AND THEIR DISTRICTS.

The schools are divided into three districts, and placed under the supervision of sub-committees of the board.

Mrs. Healy and Messrs. Brown and Lyman are the sub-committee of the first division, which embraces Slade, Mount Hope Avenue, Davenport, Chace, Robeson, Broadway, Buffinton Street, Bowen Street, Tucker Street, Laurel Street, Columbia Street, Nathaniel B. Borden, Third Street, Cambridge Street, Westminster and Osborn Street schools.

Messrs. Bennett, Brady and Lincoln are the sub-committee of the second division, which embraces Lincoln, Davis, Brown, Pine Street, Canal Street, Anawan Street, Town Avenue, Bedford Street, Flint Street, Covell Street, Pleasant Street, Eastern Avenue and Cash Street schools.

Mrs. Aldrich, Miss Wixon and Mr. Grant are the sub-committee of the third division, which embraces Westall, Foster Hooper, Danforth Street, Lindsey Street, Borden, Brownell Street, Linden Street, June Street, Lower New Boston, Upper New Boston, Ferry Lane, Fulton Street, Border City, Steep Brook and Indian Town Schools.

The foregoing sub-committees are charged with the care of the evening schools in their respective districts.

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#### STANDING COMMITTEES.

On High School, Mrs. Aldrich, Messrs. Bennett and Grant.

On Evening Drawing Schools, Mrs. Healy, Messrs. Brown and Brady.

On Training School, Mrs. Healy, Miss Wixon and Mr. Lyman.

On Auditing Accounts, Messrs. Bennett and Brady.

On Rules and Regulations and Courses of Study, Mrs. Healy, Messrs. Brown and Grant.

On Teachers and Salaries, Miss Wixon, Messrs. Bennett and Lyman.

Regular monthly meetings of the School Committee the first Tuesday in each month.

# Superintendent's Report.

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*To the School Committee of the City of Fall River:*

LADIES AND GENTLEMEN :—In compliance with your rules and regulations I present the following statistics and statements as my annual report for the year 1892.

I beg leave to call your attention first to the following statistics which present in a condensed form such information as no doubt will be of interest to you concerning our schools, school population, attendance, number of teachers employed, expenses, etc.

## SUMMARY OF STATISTICS.

### POPULATION.

Population of Fall River, May 1892,	83,026
Number of children in city between five and fifteen years of age reported by census takers,	15,680
Of these there were found in	
Borden Grammar School District,	2,118
Davenport   “       “       “	2,201
Davis       “       “       “	4,023
Lincoln     “       “       “	1,548
N. B. Borden “       “       “	2,538
Slade       “       “       “	2,483
Westall     “       “       “	769
	<hr/> 15,680
Increase over previous year.	774

## GENERAL STATISTICS OF THE DAY SCHOOLS.

Whole number of pupils enrolled,	12,860
Average number belonging,	9,034
Average attendance,	8,090
Number of half days of absence,	360,923
Number of half days of absence caused by truancy,	2,563
Per cent. of attendance based on enrollment in schools,	62
Per cent. of attendance based on average number belonging,	90
Number of cases of tardiness,	29,393
Number of pupils promoted during the year in all grades,	6,450
Number of pupils neither absent nor tardy during the year,	384
Number of school-houses, 44. Sitzings,	11,910
Number of pupils under 8 years of age,	4,061
Number of pupils between 8 and 14 years of age,	7,955
Number of pupils between 14 and 15 years of age,	302
Number of pupils over 15 years of age,	583
Number of cases of corporal punishment,	1,116
Number of separate schools,	190
High 1, grammar 33, intermediate 49, primary 98, kindergarten 1, suburban 8.	
Whole number of teachers employed in day schools,	269
High 16, grammar 44, intermediate 54, primary 138, kindergarten 2, suburban 11, special 4.	
Number of male teachers employed in day schools,	15
High 7, grammar 5, suburban 1, special 2.	

## EVENING SCHOOLS OCT. 31, 1892 TO MARCH 3, 1893.

Whole number of pupils enrolled,	3,102
Males 2,124, females 978; elementary schools 2,876, advanced school 226.	
Average attendance,	1,439
Elementary 1,354, advanced 85.	
Number who entered unable to read or write English,	503
Number of buildings used, 14; rooms used, 45.	
Number of teachers employed, 106; males, 26; females, 80.	
Whole number of evenings kept, elementary, 66; advanced, 66.	

## EVENING DRAWING SCHOOLS.

Free Hand Drawing Class—Whole number enrolled,	81
Average attendance,	46
Mechanical Drawing Class—Whole number enrolled,	27
Average attendance,	18

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Architectural Drawing Class—Whole number enrolled,	22
Average attendance,	16
Number of teachers employed—Free Hand class 3, Mechanical 2, Architectural 1.	
Number of evenings kept—Free Hand class 33, Mechanical 32, Architectural 32.	

## FINANCIAL STATEMENT.

Appropriation,	\$152,900 00	
Revenue, tuition non-resident pupils, etc.	1,810 40	
	<hr/>	\$154,710 40
Expended for Salaries,	139,196 32	
“ “ Text books and supplies,	12,357 84	
“ “ Printing and advertising,	1,040 55	
“ “ Use of camp-chairs,	124 18	
“ “ High school, chemicals, } “ “ Electric power, lumber, etc., }	1,015 58	
“ “ Board of truants,	646 26	
“ “ Freight and expressage,	230 67	
“ “ Travelling expenses,	93 02	
“ “ Sundries,	5 67	
	<hr/>	\$154,710 09
Carried to Sinking Fund,		31

## B. M. C. DURFEE FUND.

Balance unexpended January 1, 1892,	\$1,289 37	
Income from Fund to January 1, 1893,	2,514 54	
	<hr/>	\$3,803 91
Expended to January 1, 1893,		2,405 00
		<hr/>
Balance unexpended January 1, 1893,		\$1,398 91

## DAVIS PRIZE FUND.

Balance on hand January 1, 1892,	\$14 76	
Income, dividends, \$30.00, int., .70, gift R. T. Davis, \$45.74,	76 44	
	<hr/>	\$91 20
Expended for medals,		60 50
		<hr/>
On hand January 1, 1893,		30 70

## EVENING SCHOOLS.

Appropriation,	\$9,500 00	
Receipts,	10 00	
	<hr/>	\$9,510 00

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Expended for Teaching,	8,852 25	
“ “ Text books and supplies,	238 71	
“ “ Type-writing machines,	300 00	
“ “ Printing and advertising,	118 77	
	<hr/>	\$9,509 73
Carried to Sinking Fund,		27
Expended for janitors' services for day schools,	\$22,154 05	
“ “ “ “ “ evening schools,	801 00	
	<hr/>	\$22,955 05
“ “ Fuel,		10,432 10
		<hr/>
		\$33,387 15

By examining the foregoing statistics it will be noticed that, on May 1, 1892, our school population numbered 15,680, which is 774 in excess of the number reported on May 1, 1891. The enrollment in the schools has increased during the year 675, being 12,185 in 1891, and 12,860 in 1892. Our average attendance for the same time has increased but 64, being 8,026 in 1891, and 8,090 in 1892. The small gain in the average attendance as compared with the gain in the school population is no doubt in part owing to the fact that children coming here from other countries, for various reasons, do not get identified with our schools as quickly as is desirable. The prevalence of diphtheria and scarlatina has doubtless kept our average attendance below what it otherwise would have been. The crowded condition of our schools has also been an important factor in producing this result. The per cent. of attendance based upon the average number of pupils belonging is however, 90, the same as it was the year previous.

The number of half days of absence reported during the year is 360,923; the cases of tardiness 29,393; as against 332,358 for the former item and 27,644 for the latter, for the year previous. The number of pupils promoted last year, in all grades, was 6,214, this year

the number is 236 more or 6,450. The cases of corporal punishment number 1,116, being 17 fewer than the number for the preceding year.

For the year 1892 the city council appropriated for day schools \$152,900.00 and for evening schools \$9,500.00. The former sum was increased by revenue during the year to \$154,710.40 and the latter sum to \$9,510.00 giving a total of \$164,220.40. The foregoing financial statement shows how these sums were expended. I think I may safely say, without fear of contradiction, that the appropriations for schools, from year to year placed at the disposal of your honorable Board, have been wisely and economically expended.

The following figures taken from the fifty-fifth annual report of the Board of Education, showing the sum of money appropriated for each city and town given, for each child between five and fifteen years of age, will no doubt be of interest to you and to the citizens at large.

The relative standing of Fall River in this list of cities and towns is not a pleasing one to consider. It presents food for thought and cause for humiliation.

Brookline,	\$33.66	Brockton,	\$16.00	Dighton,	\$12.86
Newton,	25.60	Taunton,	15.99	Woburn,	11.93
Boston,	21.92	Chelsea,	15.59	Somerset,	11.32
Waltham,	19.04	Worcester,	15.37	Rehoboth,	11.16
Cambridge,	18.17	Lynn,	14.81	Westport,	11.06
Somerville,	17.67	Lowell,	14.64	Holyoke,	10.31
Malden,	17.49	New Bedford,	14.62	Freetown,	9.89
Springfield,	17.37	Swansea,	14.01	Lawrence,	9.46
Walpole,	17.15	Haverhill,	13.76	Pittsfield,	9.13
Gloucester,	16.86	Fitchburg,	13.33	Fall River,	8.23
Salem,	16.01	Quincy,	12.98		

There are 351 cities and towns in the state, and the rank of Fall River in this table is 312, only 39 being

lower. The previous year the city ranked as 205. There are twenty towns in Bristol county and Fall River ranks the lowest. The year previous the rank was eleven, nine being below her.

The following figures taken from the same state document show the percentage of valuation appropriated by the following cities and towns for public schools equivalent to mills and hundredths of mills :

Dighton,	4.50	Taunton,	3.58	Salem,	3.17
Gloucester,	4.48	Somerville,	3.51	Lynn,	3.05
Rehoboth,	4.40	Quincy,	3.47	Lowell,	3.02
Brockton,	3.92	Haverhill,	3.37	Newton,	3.00
Somerset,	3.88	Fitchburg,	3.36	Pittsfield,	3.00
Woburn,	3.88	Chelsea,	3.33	Springfield,	2.75
Walpole,	3.86	Waltham,	3.33	New Bedford,	2.70
Westport,	3.73	Holyoke,	3.25	Lawrence,	2.65
Malden,	3.65	Cambridge,	3.22	Freetown,	2.54
Swansea,	3.60	Worcester,	3.17	Fall River,	2.22

Of the 351 towns in the State, Fall River ranks as 316, only 35 being lower. The year previous her rank was 261. Of the twenty towns in the county the rank of Fall River is the lowest.

From the same document the ratio of attendance at public schools to the whole number of children, in the following towns, between five and fifteen expressed in decimals is shown :

Gloucester,	.96.19	Cambridge,	.77.89	Westport,	.65.67
Somerville,	.93.90	Swansea,	.77.27	Freetown,	.64.41
Dighton,	.85.87	Rehoboth,	.77.05	Waltham,	.63.99
Walpole,	.83.59	Malden,	.76.56	Haverhill,	.61.88
Somerset,	.83.47	Pittsfield,	.76.37	Salem,	.60.75
Brockton,	.83.42	Boston,	.75.29	New Bedford,	.60.
Taunton,	.83.42	Quincy,	.70.58	Lowell,	.55.57
Lynn,	.82.32	Worcester,	.70.57	Lawrence,	.54.41
Newton,	.80.33	Springfield,	.68.24	Fall River,	.51.22
Brookline,	.77.95	Fitchburg,	.68.04	Holyoke,	.43.90
Chelsea,	.77.90	Woburn,	.66.09		

Of the 351 towns in the State, Fall River ranks as 344, only 7 being lower. The year previous her rank was 335. Of the twenty towns in the county of Bristol, her rank is the lowest.

In May, 1892, the school census was taken with the following results :

SCHOOL CENSUS, MAY 1892.

	Children in Public Schools.	In Private and Parochial Schools.	At Work.	Neither at School nor Work.	Totals.
Borden District,	1,396	263	175	284	2,118
Davenport “	1,277	512	181	231	2,201
Davis “	1,849	1,180	295	699	4,023
Lincoln “	773	410	120	245	1,548
N. B. Borden “	1,620	580	138	200	2,538
Slade “	1,170	938	177	198	2,483
Westall “	607	98	23	41	769
Totals—1892,	8,692	3,981	1,109	1,898	15,680
Totals—1891,	8,467	3,744	966	1,729	14,906
Increase,	225	237	143	169	774

Number of children between 5 and 15 years of age—

	5	6	7	8	9	10	11	12	13	14	Total.
Borden,	215	237	218	210	197	231	185	204	188	233	2,118
Davenport,	250	227	255	236	201	224	187	213	183	225	2,201
Davis,	428	395	437	425	420	414	361	379	383	381	4,023
Lincoln,	163	165	155	152	135	166	131	154	138	189	1,548
N. B. Borden	235	263	248	268	247	251	243	262	226	295	2,538
Slade,	226	268	266	233	259	261	247	223	214	286	2,483
Westall,	52	69	81	75	98	85	80	74	77	78	769
	1569	1624	1660	1599	1557	1632	1434	1509	1409	1687	15,680
Number of children between five and eight years of age,											4,853
Number of children between eight and fourteen years of age,											9,140
Number of children between fourteen and fifteen years of age,											1,687
											15,680

By the foregoing figures it will be noticed that the attendance at the public schools has increased 225, and

the parochial and private schools 237. The number of children employed, of school age, has increased 143, and the number neither at work nor in school is larger by 169 than it was the year before. The sum of these items is 774, the increase made to our school population during the year.

Our whole school population numbers 15,680, and is divided as follows :

8,692 or 55 per cent. of the whole is in the public schools.

3,981 or 26 per cent. of the whole is in parochial and private schools.

1,109 or 7 per cent. of the whole is employed.

1,898 or 12 per cent. of the whole is neither in school nor at work.

The gain to the public schools was about  $2\frac{1}{2}$  per cent. and to the parochial and private schools about  $3\frac{1}{3}$  per cent for the year.

#### TRUANCY.

The following is a condensed report of the work of the truant officers for the year :

	Truants.	Absentees.	Before the Court.
A. J. Dennis,	190	1,614	8
A. S. Palmer,	174	700	5
F. A. Gee,	84	1,000	1
Isaiah Lord,	204	1,216	4
	<hr/> 652	<hr/> 4,530	<hr/> 18

✓ Truancy is a great evil and one in our city not easily cured. The character of our population seems favorable to its existence and growth. Children of foreign parentage unable to speak English, dislike to attend school on account of the embarrassment which this fact causes them. In many families both parents work in the mills, and in such cases the home training is necessarily more or less neglected, schooling and school privileges are underrated,

absence from school, for trivial reasons, is too often indulged in, and on this account the child falls behind his class, the school loses its attractions for him, and as a result he too often becomes an inveterate truant and a candidate for any possible crime. Intemperance of parents is a very prolific source of this evil.

Whether the aid of the police force can be brought to bear on this evil is worthy of consideration. It seems to me that each officer on his beat could render valuable service in this direction if empowered to do so, without increasing his labors materially. Whatever check can be put upon this habit will lessen the probability of arrests for greater crimes in the future. It is in the line of a policeman's duty to prevent crime and nowhere, as it seems to me, can his services to the city be more effective for good than in dealing with this class of children, as it is from this class that the large majority of criminals come. To prevent crime should be our aim, rather than to punish the criminal after its commission.

The city owns forty-four school houses. One of these is situated in Copicut, but is not used, because the few children living there are conveyed, at the expense of the city, to the Indian Town school, where better advantages are furnished them. In addition to these buildings the city hires six rooms in three other buildings in which schools are kept. The pressure for room made this necessary. The majority of the school buildings owned by the city are in good condition, in respect to repairs, ventilation and sanitation. There are a few however, that may justly be classified as poor. Our great lack of school accommodations and the unsatisfactory condition of a few of our older buildings for convenience and health have during the year been freely and fully discussed.

As no new buildings have been erected during the year and no radical improvements have been made on the older and poorer ones, our condition with the lapse of time and our rapid growth is daily growing worse.

At your request, in the early part of the year, I sent a communication to the City Council setting forth our grievances ; and as time has but made them more emphatic, I present it here as forming a tolerably fair statement of our condition as it is to-day.

*To the City Council:*

GENTLEMEN :—The School Committee have instructed me to lay before your honorable body some facts and statements bearing upon our school buildings and the accommodations furnished therein for our school children. This is a subject that must be of vital interest to you, the representatives of 80,000 people, with a school population of more than 15,000. It concerns and affects every parent, every citizen, every child. It is intimately connected with our social life, with the health and education of our children, with the growth, prosperity and development of our city in every true sense.

It is probably known to you that the Flint street building has for some years been regarded by the school committee and others as unsuitable for school purposes. The Bedford street, Town Avenue, Canal street, Anawan street and Third street buildings are quite unsatisfactory, some in regard to light, others in regard to sanitation and all in regard to location and environment. There are six hundred children in these schools and any fair-minded person acquainted with the buildings and their surroundings will readily admit that the accommodations they afford are not capable of exerting upon the children an uplifting and refining influence.

You are possibly acquainted with the fact that eight of our modern school buildings were each constructed with a third story containing a hall, intended for use in bringing the children of the respective rooms together, for general exercises on special occasions. With the growth of the city and consequent demand for more school accommodations these halls, on the plea of economy, were from time to time partitioned off into school rooms. They now number twenty-two and give accommodations to nearly eleven hundred children. The school committee put schools into these rooms when ready for occupancy with great reluctance, and on more than one occasion since, have entered their emphatic protest against their longer use for such purposes. In case of fire with children in these rooms, the consequences might be appalling in the extreme. What do "fire escapes" and ordinary means of egress, on such an occasion, and under such circumstances amount to for panic stricken children located on the third floors? Better and safer accommodations therefore should be provided at the earliest possible moment for these eleven hundred children.

I desire to call your attention to another fact with which you are no doubt more or less familiar; namely, the crowded condition of our schools. There are seventy-two rooms in which there are schools numbering from fifty to seventy-five children. Now it is conceded by every one familiar with schools, as now conducted, that no one teacher, however competent and faithful can instruct properly that number of children. This crowded and congested condition is the bane of the school-room. It makes effective teaching well nigh impossible, and it retards in no small degree the progress of the children in their school work. Teachers with all their seats occupied,

have in several instances been obliged to turn away children asking admission to their schools.

It is true that most of our school-rooms contain from fifty-six to sixty-four desks, and therefore can give seating room to that number of children which is frequently done. But as no one teacher can teach well so large a number, certain classes are taken out into the halls where they receive instructions from an assistant teacher. In these halls the light is often poor and teachers and pupils are subjected to cold currents of air which in not a few cases have resulted in serious illness to both parties. This lack of room is an evil in the conduct of our schools which the school committee have often deplored, and to remedy which they have felt themselves powerless. They have repeatedly petitioned your honorable body for increased accommodations and it is to be regretted that their prayers have not been more generally granted. There is an economy which withholdeth more than is meet but it tendeth to poverty. The remedy for this evil is in your hands and in yours alone,—more school-rooms with not more than forty desks in each, and not as now with sixty-four. To give sufficient relief to these crowded schools several buildings should be erected.

In this connection please consider that our high school pupils are now provided with school accommodations, without cost to the city, and that the rooms formerly occupied by them have been utilized by the pupils of our lower grades. The same is true of the four thousand children attending private schools. I need not state how embarrassing it would be to you and the school committee alike if all or any considerable number of them should ask to be admitted into the public schools—something which is not beyond the range of possibility.

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Again you are most respectfully reminded that our school population is rapidly increasing, and that additional room should be provided for such increase annually, by the erection of new school buildings. This is not always done, and notwithstanding the fact that our school population has increased more than six hundred during the last year no additional room has been provided therefor.

Section 46, Chapter 44 of the public statute reads as follows :

Every town not divided into school districts shall provide and maintain a sufficient number of school houses, properly furnished and conveniently located for the accommodation of all the children therein entitled to attend the public schools, etc.

No appropriation was made last year for our school houses, nor is any item for this purpose found in the appropriation order recently passed for the present year, notwithstanding the school committee indicated the minimum amount of school room that should have been provided last year, and what should be furnished during the present one. The statute referred to above and the recommendation of the school committee,—not by the way a subordinate body to your own, but a co-ordinate one deriving their powers like yourselves, directly from the people and the laws of the state ; and who for their official acts are like yourselves answerable to the people,—have been severely let alone.

To this seeming indifference to the requests of the school committee, charged by law with the education of the children in this city, a most respectful protest is hereby presented, because such indifference seriously interferes with the duties and functions of said committee.

A similar disregard to their wants is annually noticed when you apply the paring knife to the sum of money asked by them to pay the running expenses of the schools.

The school committee realize the embarrassing position in which you are placed. They know that it is not easy to find money sufficient to meet the demands of the different departments of a city developing as rapidly as ours. They realize that taxpayers are burdened and should be considered in levying taxes; but the school committee claim that they are not unduly burdened on account of the schools. On the score of economy our school expenses will compare favorably with those of our sister cities in the commonwealth, as the following facts taken from the fifty-fourth annual report of the Secretary of the State Board of Education will show.

The sum of money set against the following cities and towns is the sum appropriated by each, for each child between five and fifteen years of age :

Boston,	\$21.50	Haverhill,	\$14.65
New Bedford,	18.94	Worcester,	14.60
Cambridge,	17.68	Swansea,	13.84
Walpole,	16.90	Chelsea,	13.69
Springfield,	16.25	Fitchburg,	13.00
Salem,	15.88	Brockton,	12.70
Lowell,	15.42	Rehoboth,	12.13
Lynn,	15.02	Woburn,	11.64
Taunton,	14.94	Fall River,	10.88
Gloucester,	14.67		

FALL RIVER, MARCH 7, 1892.

Respectfully,

WM. CONNELL,

*Secretary Sch. Com.*

The foregoing communication was presented to the city council and referred to the committee on Public Instruction of that body, but I am not aware that its con-

sideration by this committee up to the present time has been the basis of any recommendation to the city council.

Our schools are classified into primary, intermediate, grammar and high. Three years are required to complete the primary, two the intermediate, and four each the grammar and high school grades. During the year a kindergarten was opened and is now in successful operation, and forms part of our public school system. This school was opened October 17, 1892, in the Anawan street school building with Miss Ella L. Wilbur as principal and Miss Everetta Packer as assistant. Both of these young ladies have had special preparation for teaching children under five years of age.

For the week ending January 27, 1893, there were enrolled in our schools 9,464 pupils. In the kindergarten there were forty-two; in the primary grades 5,607; in the intermediate 1,841; in the grammar 1,541, and in the high school 433. In the first three years of school work or primary grades there are 59.2 per cent. of our whole enrollment; in the intermediate grades or fourth and fifth years, there are 19.5 per cent.; in the grammar grades, or sixth, seventh, eighth and ninth years, there are 16.3 per cent.; and in the high school, or tenth, eleventh, twelfth and thirteenth years 4.6 per cent.

The following table will exhibit this more clearly.  
Number of children in the schools in each grade.

Grade or year in School	Number of Pupils.	Per Cent. of Whole Number.	Grade or year in School.	Number of Pupils.	Per Cent. of Whole Number.
Kindergarten	42	.4	7	455	5
1	2,695	28	8	300	3
2	1,574	17	9	206	2
3	1,338	14	10	178	1.9
4	1,070	11	11	120	1.5
5	771	8	12	64	.7
6	580	6	13	63	.7

This shows that only 40.8 per cent. of all the children in our schools ever get beyond the third-year grade ; that only 21 per cent. ever get beyond the fifth year of school or intermediate grade, and only about  $4\frac{1}{2}$  per cent. ever get into the high school. By investigating farther it is found that for every thousand pupils in our schools only two enter a higher institution of learning than the high school ; only six from the same number graduate from our high school, and only forty-six ever enter, and many of those entering remain there but a short time.

#### TEACHERS' TRAINING SCHOOL.

This school continues to be prosperous. No change was made in its management during the year. The children promoted have been found sufficiently well prepared to take up successfully advanced work. Its influence for good is felt in every school, and especially in those of the lower grades, for it is to these that its graduates, as a rule, are first appointed as teachers. The professional training which the young ladies receive here is very valuable to them and to the schools over which they preside after graduation. The superiority in teaching power of a young lady trained in the art and science of teaching, over one without such training, is usually very marked. Our older teachers are noticing this fact, and when vacancies are to be filled in the lower grades the graduates of the Training school are usually preferred. This ought to be so, for the supervision of the principal and her assistant, with its consequent helpfulness to the young ladies in cases of difficulty, when teaching a class, or when managing a school must make them better teachers, stronger disciplinarians, more judicious and more self-reliant. It is to be regretted that the building, in which this school is kept, is not better adapted by

location and general arrangement for a school of this character.

On Thursday, June 30, 1892, the following young ladies were graduated :

Sarah Frances Borden,	Mary Ellen Sullivan,
Margaret Elizabeth Maher,	Susan Thackeray,
Etta Louise Smith,	Susan Sanford White.

The graduating exercises were the following :

PROGRAMME.

PIANO DUET,

MISSES DAVIS AND CLARKSON.

ESSAY—"The Boy and the Citizen,"

MARGARET E. MAHER.

TEACHING EXERCISES; Number Work in the Third grade,

MARY K. BULLOCK.

CHORUS—"Fond Hearts."

ESSAY—"Our Mother Tongue."

SARAH F. BORDEN.

PHYSICAL EXERCISES,

ANNIE W. CLARKSON.

ESSAY—"The Windows of the Soul,"

SUSAN THACKERAY.

TRIO—"Those Distant Chimes,"

MISSES MCELVIE, TAYLOR AND BORDEN.

NATURE LESSONS, Venation of Leaves,

LIZZIE M. LAKE.

Our Common Trees,

GRACE C. MOORE.

ESSAY—"Attention,"

SUSAN S. WHITE.

CHORUS—"Welcome Summer,"

ESSAY—"The World we live in,"

ETTA L. SMITH.

TEACHING EXERCISE—"The Growth and Manufacture of Cotton,"  
MARGARET E. TAYLOR.

DUET FOR GUITAR AND BANJO,  
MISSES SMITH AND LAKE.

TEACHING EXERCISE—"The effects of Alcohol upon the Nerves,"  
ISABEL J. McELVIE.

ESSAY—"The dark and the bright Side of Teaching,"  
MARY E. SULLIVAN.

#### PRESENTATION OF DIPLOMAS.

On Friday February 3, 1893, the following young ladies were graduated :

Mary Katherine Bullock,	Grace Cobb Moore,
Anna Wade Clarkson,	Isabel Jean McElvie,
Lizzie Miller Lake,	Margaret Ellen Taylor.

The literary exercises on the occasion were as follows :

#### PROGRAMME.

PIANO DUET,  
MISSES DAVIS AND CLARKSON.

ESSAY—"The Imagination,"  
MARGARET E. TAYLOR.

TEACHING EXERCISES. Primary Reading,  
FLORA E. MOSHER.

CHORUS—"Over the Sea."

ESSAY—"Observation Lesson."  
ANNA W. CLARKSON.

ANIMAL LESSON—"Adaption of Parts,"  
MINNIE F. McMAHON.

ESSAY—"Busy Work,"  
LIZZIE M. LAKE.

DUET—"To the Absent One,"  
MISSES McELVIE AND TAYLOR.

TEACHING EXERCISE—Primary Number,  
ISADORE M. F. HATHAWAY.

PHYSICAL EXERCISES.

INA M. DAVIS.

ESSAY—"Is Teaching an Art?"  
GRACE C. MOORE.

CHORUS—"Merry Maidens,"

ESSAY—"Boys."  
MARY K. BULLOCK.

LESSON ON FORM—The Cylinder,  
MARGARET J. SULLIVAN.

BANJO DUETT—  
MISSES MEESON AND LAKE.

TEACHING EXERCISES—Brooks and Rivers,  
FRANCES W. MOORE.

ESSAY—"Fit Temples,"  
ISABEL J. McELVIE.

CAORUS—"The Meadow-Lark."  
PRESENTATION OF DIPLOMAS.

#### EVENING SCHOOLS.

Evening schools were opened on Monday, October 31, 1892, in fourteen buildings in which forty-five rooms were used. The enrollment was 3,102, of which 2,124 were males and 978 females. The elementary schools enrolled of this number 2,876 and the advanced school 226. The average attendance was 1,439, of which 1,354 belonged to the elementary schools and 85 to the advanced or Evening High school.

The number who entered unable to read and write English was 503. Four evenings, Monday, Tuesday, Wednesday and Thursday, these schools were kept open from 7.15 to 9.15 in the evening. As soon as the attendance began to decrease the teaching force was

correspondingly reduced. The term for most of the schools was seventeen weeks in length or sixty-six evenings excluding holidays. The advanced school and two elementary ones were kept open longer and may continue open for sometime if the attendance shall warrant it.

The evening drawing school was open at the same time as the other evening schools, in the hall of the N. B. Borden building, under Robert S. Dunning as principal, assisted by Messrs. Frank H. Miller, Bryant Chapin, teachers of the Free Hand class or department. The Architectural class was taught by Mr. Albion M. Marble and the Mechanical class by Mr. Edgar Borden and Charles H. Farnum. The Free Hand Class enrolled eighty-one and had an average attendance of forty-six. The Mechanical Class enrolled twenty-seven and averaged eighteen. The Architectural Class enrolled twenty-two and averaged sixteen. The number of evenings kept was thirty-three for the Free Hand class and thirty-two for each of the two others, exclusive of holidays. Each class met twice each week.

A good degree of interest was manifested in the evening schools throughout the winter, the behavior of the pupils has been excellent with a very few exceptions; and the good work that has been accomplished by them more than compensates for the outlay in money for their maintenance. The compulsory law makes the attendance and interest in these schools much greater than if the attendance were simply permissive.

#### NEW BUILDINGS.

Two new brick buildings are being erected, one is situated on Osborn street and the other on Flint street. Each is to contain eight rooms and when finished will give seating room to some eight hundred pupils. Both are

expected to be ready for occupancy in September. The one on Flint street will afford relief to the crowded schools in its neighborhood, but it will not, in my opinion, be sufficient to fully meet the needs of the people in that part of the city. In order to discontinue the use of the building known as the Flint street school and the one on Cash street, and at the same time give relief to the crowded schools in the vicinity, another eight room building should be erected on the southerly side of Pleasant street, if a suitable site can be secured. This should be done at once.

The school house on Osborn street is not in a good location to draw from the surrounding crowded schools. It will not accommodate well those children living north of the Park ; and it is very doubtful if many of those now in the N. B. Borden, Davenport and Cambridge schools will be pleased or accommodated if required to change from these buildings to this new one.

There is still a pressing need for more room, west of Main street and north of the Park, and I know of no cheaper or better way to provide this, than by putting an addition of four rooms on to the Robeson building. The lot is sufficiently large for this, and the location is good.

There is great need for an enlargement to the Buffinton and Tucker street schools and in my opinion the N. B. Borden, Davenport, and Cambridge street schools will not find sufficient relief till a building is erected on the easterly side of Main street, so situated as to draw pupils from these schools, without requiring them to travel too far from their homes.

#### HIGH SCHOOL.

The class graduated from the high school numbered seventy-nine. The exercises were held in the auditorium

of the building on the evening of July 1, 1892, and were witnessed by a large and interested audience. The number of boys in the class is 37 per cent. of the whole number. Eighteen members of the class, nine of each sex, after graduation, entered higher institutions of learning. This is four per cent. of the whole number in the school and twenty-three per cent. of the class membership.

The school, for the past few years, has been unfortunate in losing by death two of its honored principals—first William Henry Lambert Ph. D. on November 4, 1890, and second \*Robert F. Leighton Ph. D. in May, 1892.

At the close of the school year, in June, 1892, Frank J. Peaslee, A. M. teacher of physics and chemistry resigned to accept a position in Colby Academy a flourishing institution in New London, N. H. To fill these vacancies, after much deliberation, Charles C. Ramsay, A. M. was chosen principal and Eleazar Cate, A. M. successor to Mr. Peaslee resigned. These gentlemen entered upon their duties in September, bringing to their tasks learning, ability and a considerable experience in teaching. Under the wise guidance of Mr. Ramsay and his corps of efficient assistants, we hope to see our high school not only maintain its present high standing, but excel in sound scholarship and in inspiring our young men and women with higher and nobler ideals of life and its possibilities. The course of study and shop-work pursued in the Manual Training classes of this school, with a list and description of the tools and appliances of the department will be found in the appendix. The value of manual training to a certain class of pupils is becoming more and more apparent. To meet the demands of the department, increased accommodations must be provided next year.

\*See Appendix for Resolutions on death of Dr. Leighton.

This may be done by using the room north of the one now occupied. This will necessitate the purchase of more machinery and tools and a possible increase to the teaching force.

For fuller details, concerning this school, I refer you to the accompanying report of the principal.

#### GRAMMAR SCHOOLS.

These schools are in good condition. The number of pupils in the graduating classes or ninth grade of each school is at present as follows :

Foster Hooper School,	63	Slade School,	17
N. B. Borden       “	44	Lincoln       “	15
Davenport       “	22	Steep Brook	9
Davis       “	21	Tucker Street	2
Total, 193.			

It is to be regretted that so many of our children leave school so early in the course. If school attendance were as regular as it should be, or as good as the compulsory law requires, the classes in our grammar schools would be very much larger than they are now. Practically the law requires attendance at school till the age of fourteen and the average child can nearly complete the grammar school course at that age. The average age of those completing the course in 1892 was, according to returns from the principals, 14 years, 6 months.

Foster Hooper School promoted 63,	Slade School promoted 5,
Average age, 14-9.	Average age, 16-0.
N. B. Borden School promoted 34,	Steep Brook School promoted 5,
Average age, 14-9.	Average age, 14-7.
Davis School promoted 16,	Tucker Street School promoted 5,
Average age, 15-0.	Average age, 15-0.
Lincoln School promoted 16,	Lower New Boston School promoted 5,
Average age, 14-9.	Average age, 15-0.

Total 149. Fifteen of this total were non-resident

pupils, or children who did not enter our schools in the lower grades.

#### INTERVAL BETWEEN CLASSES.

Pupils are admitted to grade one four times in the year—during the first week of each quarter. The class interval in this grade is therefore ten weeks. From this grade pupils are promoted semi-annually into grade two, and in this and all higher grades, up to the ninth, semi-annual promotions are made. Graduation from the ninth grade and promotions into the high school occur annually. In the high school promotions from each class to the next higher are made yearly, in June, and the senior class is graduated at the same time.

Semi-annual promotions in elementary schools are not uncommon. They are the rule in New York, Philadelphia, Brooklyn, Albany, St. Louis, Duluth, Minneapolis, Detroit, and many other cities. In the state of New York fourteen cities have class intervals of less than one year; in Pennsylvania, thirteen; in Illinois, nine; in Indiana, eleven; in Michigan, eight; in Missouri, ten; in Massachusetts, Kansas and New Jersey, six each, and in many other states important cities pursue this plan. Not only so, but in not a few high schools in larger cities the class interval of less than one year is in successful operation and where the classes can be sufficiently large, in my opinion, it is the better plan.

On this point it may be observed that in the year interval the administration of schools is no doubt more simple, and involves less thought and labor in the consolidation and readjustment of classes. The class interval of one year is nearly universal in all higher institutions if we except Normal schools, and this fact may have been the reason of its adoption into lower grades.

The disadvantage of having classes especially in the lower grades one year apart are (1) individual promotions cannot be made as easily, (2) pupils who fail to be promoted with their class have to spend two years in doing one year's work, (3) the classification cannot be as good, or if good at the beginning of the year, it must of necessity be quite imperfect at the close; for young children vary greatly in their capabilities and progress, (4) it holds the bright and capable child back, because the teacher cannot advance the class much faster than the dull child can work understandingly; and if he should, a great injustice is done to the child whose mind works more slowly.

It ought to be constantly borne in mind that the schools are for the pupils, and not the pupils for the schools or their administration. Whatever will best promote the physical, the moral and intellectual welfare of the child should always be the first consideration of teachers and of school officials in the management of schools.

The following statistics may be of interest. They refer to the classes indicated as organized for the fall term of 1892.

## STATISTICS.

	Highest Class of Grammar School.	Lowest Class of High School.
Number of pupils,	206	183
Average age of pupils, years and months,	14-1	15-2
Age of oldest pupil, years and months,	16-11	22-1
Age of youngest pupil, years and months,	11-8	12-9
Number under 12,	1	0
Number 12 years of age,	21	2
Number 13 years of age,	66	15
Number 14 years of age,	74	51
Number 15 years of age,	33	57

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Number 16 years of age,	10	39
Number 17 years of age,	0	10
Number 18 years of age,	0	8
Number over 18 years,	0	1
Number who are members of the class for the second year,	5	29
Number who are members of the class for the third year,	0	6
Number of graduates from Grammar School, 1892, 149.		
Number reported in previous item entering the High School the present term, 130.		
Average age of pupils entering Primary School, September, 1892, 6 years, 5 months.		

It may be well to consider the length of time which is required to complete the grammar school course. The number of resident pupils who completed this course in 1892 was 134.

Average age was 14 years 6 months.  
 Age of oldest pupil, 18 years, 6 months.  
 Age of youngest, 12 years, 7 months.  
 Number over sixteen, 12 or 9 per cent.  
 Number under fourteen, 10 or  $7\frac{1}{2}$  per cent.

An investigation into this subject has recently been made by a committee appointed by the school superintendents of New England with the following results: Cities and larger towns having full graded courses were put into one class, and smaller towns with partial courses were put into another. The statistics from these two classes are as follows:

Cities and Larger Towns.	Smaller Towns.
Average age, 15 years, 1 month.	14 years, 3 months.
Over 16, 22 per cent.	8 per cent.
Under 14, 15 per cent.	37 per cent.

#### LENGTH OF COURSES.

51 places,	9 years' course.
33 " 8	" "
5 " 10	" "
1 town 7	" "

The cities and large towns report generally a nine years' course. Complete returns from 38 cities and towns with nine years' course, 17 with 8 years' course and one with ten years' course are given as follows :

1. Places having nine years' course.

No. of graduates, 1,950.

Average age,	15 years, 2 months.
Over 16,	18 per cent.
Under 14,	15 " "
Completing the course in 6 years or less,	3 " "
in 7 "	6 " "
in 8 "	19 " "
in 9 "	35 " "
in 10 "	27 " "
Requiring more than 10 "	10 " "

2. Places having eight years' course.

No. of graduates, 402.

Average age,	14 years, 3½ months.
Over 16,	6 per cent.
Under 14,	30 " "
Completing course in 6 years or less,	1 " "
in 7 "	9 " "
in 8 "	37 " "
in 9 "	30 " "
in 10 "	17 " "
Requiring more than 10 "	6 " "

1. City with 10 years' course.

No. of graduates, 29.

Average age,	15 years, 2 months.
5 over 16, 2 under 14.	
Completing course in 7 years,	3 per cent.
in 8 "	28 " "
in 9 "	38 " "
in 10 "	25 " "
Requiring more than 10 "	6 " "

These figures it must be understood are approximate only. Many of these pupils were away from school for various reasons—some for a term others for one or more years. The statistics, however, are of value. They show

that there is more elasticity to the courses of study than we should be led to believe from some of the criticisms made concerning the management of the schools.

The figures indicate the time the pupils were first registered in a primary school. It may be said, also, in partial explanation of the higher average age of the graduates of the nine years' courses that these reports are received from the larger places.

Some of the smaller towns it is stated in the returns have a five years' course in the high school and in fact in many of the smaller places the studies of the first year of the high school course correspond to those of the last year in the grammar schools of the larger places. The difference in the average age of the graduates in these two classes of cities and towns is therefore more apparent than real.

Boston reports the average age of the graduates 15 years 5 months. Cambridge reports the number of years the pupils were in the grammar schools, the course in this grade being six years. The returns from Cambridge are as follows :

No. of graduates,	536.
Average age,	15 years, 4-5 month.
Over 16,	123.
Under 14,	107.
Oldest graduate,	18 years 6 months.
Youngest “	11 “ 10 “
Completing Grammar school course in 4 years,	54.
in 5 “	146.
in 6 “	239.
in 7 “	92.
Requiring more than 7 “	5.

Sixty-two places report separately the number of pupils who never attended elsewhere, and the number that have had a partial course only in the city or town from

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which the report was received. The partial course pupils average older than the whole course pupils in 42 places and slightly younger in the others. Eighty per cent. of the whole number of partial course pupils were reported from the 42 places mentioned.

The items relating to age are worthy of study. It may be well to call attention to individual places. Some people are surprised to learn that there are so many pupils in the grammar schools 16, 17, and 18 years of age. The age of pupils is not the only thing to be considered. The work that is assigned them is of more consequence. There is food for thought in the memorable words of Milton "I care not how late I come into life only that I come fit."

If the pupils 16 years of age are kept at work term after term upon those subjects that are prescribed for the average pupil 10 years of age there is cause for complaint. We are dealing at this time however, with figures more than with inferences. The facts relating to the age of pupils in the grammar schools, however, may have an important bearing in the consideration of the subject of a course of study for grammar schools.

The average age of those entering is reported from one city, 6 years, 2 months.

The oldest pupil is reported from Lawrence, 20 years, 1 month, the next oldest at Rutland Vt., 20 years, the youngest 10 years at Plymouth, Mass. The oldest pupil in 24 of the 103 places reporting is 18.

The average age in one city is 15 years, 4 months. The superintendent in explanation says:—"The average age is raised by a few considerably older than the average; these are boys who have had few advantages and have pluck enough to go to a grammar school."

Returns were received from six places from each grammar school separately. The degree of uniformity in the average age of pupils at the various grammar schools in some cities is noticeable while in other places there is a wide variation.

The returns from the schools of Quincy—on account of the degree of uniformity in the item of average age—are presented herewith separately :

		Average age.		
School No.	1	14 years, 0 months.		
"	" 2	14	" 5	"
"	" 3	14	" 5	"
"	" 4	14	" 8	"
"	" 5	14	" 9	"
"	" 6	14	" 9	"

Somerville reports 380 graduates, 112 of whom are over 16 and 33 under 14—the oldest 18 years, 4 months, the youngest 12 years, 11 months.

Springfield reports 181 graduates, 67 over 16 and 9 under 14—the oldest 18 years, 4 months, the youngest 12 years, 3 months.

Local causes may account for the diversity in the "average age" at different schools and for this reason it might be well to ask for a report from the individual schools. The policy adopted by different principals may account in part, at least, for the difference in the ages at the separate schools. It is claimed that in some schools the pupils 16-17-18 years of age are crowded out of the grammar schools in some way before they can reach the ninth year, while in other schools an earnest effort is made to retain these older pupils in school as long as possible. Your committee can call attention simply to these subjects. Others must investigate. Interesting themes for study present themselves. It might be well

for us to gather statistics concerning the number of older pupils in the lower classes of the grammar schools, to ascertain whether there are many in the sixth and seventh grades that are old enough to be in the high school, whether these pupils becoming discouraged at the thought that they can never complete the grammar school course drop out of school quietly.

If one is disturbed on account of the high average age of the grammar school graduates he might be still more disturbed to know that in some of the lower classes the average age is relatively higher. That would not of necessity disturb others for the question of age would not be considered so much by them as the kind of work these pupils are doing.

Notwithstanding we have semi-annual promotions in the grades below the high school, our rules and regulations provide additional facilities for those pupils who wish to advance faster than the class to which they belong. The rule is as follows :

PUPILS BY EXTRA EFFORT MAY BE ADVANCED.

Pupils of every grade who wish by extra effort to advance faster than the class to which they belong, may be examined for such advancement at the discretion of the teacher, but none shall gain a standing in a higher grade without the approval of the principal and superintendent is first obtained in writing thereto, and no promotion in grade or in text book shall take place without permission from the superintendent.

This rule applies to all grades, and it is not an infrequent thing for teachers to give bright and industrious pupils, who are willing to put forth extra efforts, the advantages of an extra promotion provided for by the

rule. It gives additional elasticity to our schools in the matter of promotion, permits of an earlier completion of any course, and consequently an earlier graduation from any particular grade.

#### COLUMBUS DAY.

This day was appropriately observed in all our schools on October 21, in compliance with the proclamation of the president of the United States. The national program prepared by the executive committee, amended in some minor particulars for the different grades of school, was successfully carried out. The children were deeply interested in the exercises, and the occasion was improved in enforcing historic truths, inculcating patriotic sentiments and in extolling the worth and glory of our American institutions. Members of the Grand Army of the Republic were present in uniform at many of the buildings, which gave added enjoyment to the occasion. From the different school buildings the American flag was thrown to the breeze where it waved as the emblem of freedom, of general education and of the marvellous growth and development of our country during the past four hundred years. The eloquent words declaimed, and the patriotic songs sung to inspiring music by the children in the presence of their assembled friends will be recalled with increasing pleasure and added profit as the years go by.

#### TEACHERS' ASSOCIATION.

It gives me great pleasure to state that the teachers have formed themselves into an association, the object of which is to promote fellowship, to discuss educational questions, and advance thereby the standard and efficiency

of our schools. This is very commendable, and if the teachers will enter into this with the proper spirit the association must be of great value to them individually, and it will exert a powerful influence in the city for good.

A large number of grade meetings have been held and the courses of study for the lower schools have been discussed and the topics assigned for each grade have been, in most cases, divided into a certain number of topics to be taught each quarter. This unifies the instruction in all the schools of the same grade throughout the city, and is a great advantage in classification to those pupils transferred from one school to another, made necessary by a change of residence.

The following lectures and entertainments have been arranged for during the winter of 1892-3.

Sept. 17, 1892. Clambake.

Oct. 12, 1892. Columbus. President Andrews, Brown University.

Dec. 2, 1892. Social Gathering.

1893. Lecture, on Courses of Study, J. W. Dickinson, Secretary State Board of Education.

Lecture, Mrs. Mary A. Livermore.

Lecture, Geo. A. Martin, Agent Board of Education.

Lecture, President Gates, Amherst College.

Lecture, Nature Studies, Miss Brassill or Mr. A. C. Boyden.

These lectures were of a high order and were listened to by appreciative audiences.

The association is organized as follows :

President,—Chas. J. McCreery.

Vice-President,—Edwin S. Thayer.

Secretary,—Susan P. H. Winslow.

Treasurer,—Everett B. Durfee.

EXECUTIVE COMMITTEE,—Geo. F. Pope, Florence I. Davis, Mary Henry, Sarah A. Tuell, Margaret J. Bury, Elizabeth Johnston, Katharine M. E. Hurley, Mary A. Thompson, Ruth Negus, Lucy Robertson, Clara Macomber.

GRADE COMMITTEES,—*Grade 1.* Katharine Desmond, Jennie Freeborn,

*Grade 2.* Lucinda J. Courtenay, Anna B. Lindsey, Delia Corbett.

*Grade 3.* Mary N. Tripp, Ruth Negus, Elizabeth Hammett.

*Grade 4.* Annie M. Strout, Mabel Peckham, Katharine M. E. Hurley.

*Grade 5.* Adelaide S. Warfield, Margaret Thompson, Jessie Gage.

*Grade 6.* Eliza Macomber, Annie Keenan, Annie Sullivan.

*Grade 7.* Harriette Martin, Minnie Woodcock, Ida Terry.

*Grade 8.* Jennie Ricker, Candace Cook, Emily Lewin.

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*Grade 9.* Horace A. Benson, Margaret J. Bury, Edward Gray.

*Grades 10 to 13.* James Wallis, Harriet E. Henry, Hannah R. Davis.

Permit me to commend the teachers for devotion to their work. As a class they are faithful and efficient. Coming in contact as they do daily with nine thousand children they exert a moral and intellectual influence in the city which is inestimable. The hours devoted to school work are by no means limited to the hours prescribed for school sessions. The dull child has been helped after school, the wayward one has been admonished and encouraged to better thoughts and deeds. Worthiness has been extolled and commended wherever found. Pupils have felt the influence exerted in the school room and have, in not a few instances, carried it to their homes where it has been helpful and uplifting.

Teachers' meetings have often been held during the year to discuss school questions. A spirit of progress seems to pervade the corps which is highly commendable, and full of promise. The work which the schools have accomplished during the year is in excess of that of previous years and speaks in no uncertain way of the efficiency of the teachers and docility of the pupils. Whatever good the schools may have accomplished credit is due to the teachers for as the teacher is, so is the school and to a certain extent, so is the community.

I commend the schools to your watchful care, because the city's weal is in no small degree intimately connected with their prosperity and efficient management.

Respectfully submitted,

WM. CONNELL,

*Supt. of Schools.*

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REPORT OF THE PRINCIPAL  
OF THE  
B. M. C. Durfee High School.

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*Mr. Wm. Connell, Superintendent of Schools:—*

I have the pleasure of submitting the annual report of the B. M. C. Durfee High School for the past year; though owing to the brief time that has elapsed since my entrance upon the duties of my office, my report must be, necessarily, somewhat meagre.

The number of pupils in the various classes, at the close of the second quarter, Feb. 3d, was as follows: Senior class, sixty-two; junior class, fifty-nine; sophomore class, one hundred and nine; freshman class, one hundred and sixty-three; special students, twenty-eight; post-graduates, nine; total, four hundred and thirty.

Of these one hundred and nineteen were in the college preparatory department, and three hundred and eleven in all other departments.

The graduating exercises of the class of '92 were held in the auditorium of the school building on Friday evening, July 1st, 1892. The class numbered, seventy-nine, distributed as follows: College Preparatory course, twenty-six; English and Classical, twenty-four; English, twenty-five; Manual training, four. The order of exercises

and the names of the graduates are subjoined in the appendix of this report.

The gymnasium is open for boys, as in former years, each afternoon from two to three o'clock, under the direction of Mr. Everett B. Durfee. Considerable interest is manifested in these exercises, and good results are reached. Since Miss Heath, instructor in reading and gymnastics, severed her connection from the school, Miss Florence I. Davis has conducted the exercises for girls in the gymnasium, during the school session, four hours per week, while the boys are in the military drill hall under the direction of Mr. J. D. Munroe, as in past years. No distinct provision for instruction in reading, however, has yet been made.

The hearty interest shown by officers and the majority of privates, in the military drill is marked; and the good effects of the training are observable, especially in respect of good health, strength, and carriage of the pupils. Though attended with some disadvantages, military drill is a considerable aid to school discipline. It may not be improper here to state that the swaying, and sometimes violent, motions of the drill make no small strain upon the strength and durability of that part of our magnificent building in which the drill hall is situated, to say nothing of the inevitable noise and din of the exercises, rendering it very difficult to conduct recitations during the hour in the rooms immediately below. The same is to a less extent true of the gymnasium. I may perhaps, therefore, be allowed to express the hope that the military drill and the gymnastics may sometime be assigned to a more suitable room, and the present drill hall and gymnasium be fitted up for laboratories in some of the departments

of science in the school, the need of which is hereinafter mentioned.

For purposes of military drill, the battalion officers, for 1892-3, are: Major, George S. Waring, '93; Adjutant, William A. Hooper, '93; Sergt-Major, John W. Fleet. The commissioned officers of each company are as follows; Co. A (52 men), Captain, Robert A. Thompson; First Lieut., Fred W. Harley; Second Lieut., Arthur F. Janson. Co. B (36 men), Captain, Arthur O'Keefe, '94; First Lieut., Frank H. Slack, '94; Second Lieut., Philemon Truesdale, '94. Co. C (30 men), Captain, David C. Lawton, Jr., '95; First Lieut., Guilford Hathaway, '95; Second Lieut., Henry F. Nickerson, '95. Co. D (77 men), Acting-Capt., John W. Fleet.

Of the High School library, the first librarian is Clifford M. Gardner of the senior class. He is assisted by William A. Hooper, of the senior class, and Chester D. Borden and Frank L. Tripp, of the junior class. These young men manifest much interest in the discharge of their important duties. The library, in some departments of study, contains a good supply of well selected books; but, in others, more books are greatly needed. In connection with this subject, perhaps I hardly need say that a high school library, consisting of the best books relating to the different branches of study in the school, is of the highest consequence in the work of secondary education, when faithfully and intelligently used. In fact, so used, it is the great *laboratory* of the school. Though the wise and frequent use of the library as the chief auxiliary of instruction in many departments has been adopted at the leading universities, it is still one of the important problems awaiting solution in many secondary schools. In our own school, we hope, in time, to have the library

fully perform its extremely important function in the education of our youth.

The lecture course in the interests of the library, for 1892-3, consists of the following entertainments: Dec. 13, a lecture, "From Anvil to Pulpit," by Rev. Robert Collyer; Feb. 14, a lecture, "Aeres of Diamonds," by Rev. Russell H. Conwell; Feb. 28, a concert by the Brown University Glee, Banjo, and Mandolin Club; and March 14, a concert, by the Beethoven Club, of Boston. The course thus far seems to have given great satisfaction; but, at this writing, it is too early to predict the financial result.

During the year 1892-3, the *Premier*, the school paper published monthly by the senior class of the High School, is conducted by John A. Collins, Jr., '93, editor; and Sydney R. Wrightington, '93, Frank S. Lake, '93, Mary W. Chace, '93, Edward M. Fisher, '93, associate editors; Emmeline Mason, '95 and H. H. Hendrick, '96, correspondents. The board of managers consists of Stafford B. Wetherbee, '93, Clifford M. Gardner, '93, Jennie B. Thompson, '93, Alice F. Easton, '93, and Lydia W. Smith, '93. These young people have efficiently maintained the standard of the paper, I have been told, as set in past years. Such a paper may afford an excellent opportunity for practice in the use of accurate, simple, clear, and straight-forward English, and may become, therefore, an effective auxiliary of the instruction in the department of English.

Under the thorough instruction of Mr. Eleazar Cate, who was appointed last summer, in the department of physies and chemistry, to succeed Mr. Frank J. Peaslee, resigned, the method of experiment in physies by individual pupils, as in chemistry, has been introduced as far as our

facilities have permitted. For the older method of instructing by lecture, recitation from text-book, and experiment by the instructor,—a method having some advantages but almost valueless as a means of scientific training,—the supply of apparatus is unusually good both in quality and quantity; and the lecture room, in most respects, is all that could be desired. For the newer method, however, which affords, when rightly used, some opportunity for elementary *training in the use of the scientific method*, both more apparatus and a larger and better lighted room are needed.

The department of manual training, under the able instruction of Mr. William J. Woods, on account of the greater size of some of its classes, has also felt the limits of its quarters and apparatus, which, however, is of excellent quality. To meet the wants of his pupils, even in an inadequate manner, Mr. Woods is unable to instruct the freshmen of his department in mechanical drawing, which to them is a great loss; and he is unable, moreover, to give the juniors and seniors full time in the same branch. While all are very glad of the fine opportunity of instruction already afforded, the best interests of the department require, therefore, not only more room and more apparatus but also an additional teacher. It is, of course, true that, should we have no farther increase in the number of pupils taking manual training, ordinary results under present conditions may be accomplished; but, if we are to have a first-class manual training school,—and Fall River, I believe, will not long be satisfied with anything less,—the enlargement which I have suggested is absolutely necessary.

The interest in the commercial department, under the thorough tuition of Mr. James Wallis, as shown by

the enrollment, is more nearly normal than last year. This year, however, the number of pupils in this department is relatively too large; or, to put the case more happily, there ought to be a larger enrollment in the other departments of the school than at present. The interest and progress of many of the pupils in the commercial department are very gratifying. As at present organized, however, this department has in my opinion one grave defect: it lacks proper articulation with other departments. That is, a pupil entering it cannot at any later time, if he choose, take up other work unless he go back and enter the freshman class. Whereas, if the commercial work is to be continued in the High School, it ought not to be as now a group of studies standing apart from the other work of the school, but a single study allowed as an alternate during the first two years, instead of one of the usual branches of the High School course; while the remaining studies of a commercial pupil should be the same as those of the other pupils. If at the end of two years, the pupil has to leave school, a commercial certificate may be given him for the creditable completion of his studies; or, if he does not leave, he may continue with regular high-school work, and receive at the end of two years more, if his work has been satisfactory, a regular diploma. Only in this way can loss of time to commercial pupils wishing to go on with regular high-school work be obviated; and the department be made to serve one of its most important uses, that of attracting to and holding in the high school many youths who otherwise might never come under its influence. Another, though more expensive method, would be, however, to extend the course from two to four years, making it of equal length with all other courses of the school.

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Since assuming the duties of my position, it has been no less my privilege than my purpose to study the school, its conditions and its workings; and with many things I have been much pleased. I have, therefore, made but few changes in the organization and management of the school. For several reasons, however, I have deemed it best to modify somewhat the course in English. While trying to increase the interest and efficiency of the work upon the *interpretative* side of the study—literature,—I have tried by certain changes in both matter and method to improve the work on the *constructive* side—English composition. Though the plan now adopted is by no means an experiment under other conditions than ours, time and enthusiastic teaching only will show whether we shall secure the important objects we seek in this department: Clearness, accuracy, simplicity, and sense, in the use of our mother-tongue. The millenium of good English usage in the schools, however, will never dawn until teachers in all departments demand accuracy of expression as well as of thought. Our teachers here, however, do their duty in this respect fully as well as is done in many other high schools.

Though educators hold various views respecting the teaching of ethics in elementary and secondary schools, I have been for some time convinced that the formal study of this subject has no rightful place in education below the college grade. Morals, indeed, as a matter affecting our daily lives is in importance beyond all others; but ethics, its formal and scientific treatment, is beset with many difficulties for the young. This is a subject wherein “unconscious tuition” is far more effective. The living, breathing, inspiring example of a noble-minded teacher, even though he be somewhat idealized by his pupils, is in

this field most salutary. With this, however, may be used other excellent means, such as are furnished by the study of history and literature. In fact, these subjects are the source of both the best matter and the best method of moral instruction ; and their inestimable value for this purpose forms one of the strongest reasons for their place in the curriculum of our high school ; and uninspiring and inefficient, indeed, must be the teacher who is unable or unwilling so to teach these branches as to make them serve their high ethical ends. With the elements of economics, of civil government, of psychology, and of logic, history and literature are indeed, the *humanities* of the high school course. Wherever any studies, therefore, are prescribed for all pupils, history and literature in my opinion should be foremost among them. When rightly taught, they yield the fruit not merely of knowledge and mental power but of character and culture. To all pupils not preparing for college, opportunity for the study of the other subjects just named should also be given, as is the case in our non-college preparatory courses. No classes in these subjects in 1892-3, however, have been formed ; partly because in the transition from an older curriculum the present senior class did not have time for more work, and partly because the time I devote to teaching has been fully occupied with classes that my associates have not had time to instruct.

Moral culture, with its resultant—moral character, is, after all, the great end of public education. From the lowest primary grade through the senior year of the High School, the object, it seems to me, is the same : not the promotion of *intelligence* alone, but the transmutation of intelligence into *virtue*. Our only safety, our only happiness, is in public and private virtue ; and culpable

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is the teacher and culpable the school that fails to advance it among the pupils. To say that this is better accomplished by example than by precept, has long been a trite saying; but we can never fully exhaust its force and meaning. The moral value of high-souled, broad-minded, and enthusiastic teachers is appreciated most by those only who have the highest moral welfare of youth genuinely at heart. But there are also other important considerations: the silence, regularity, neatness, cleanliness, and industry, of every well-regulated school-room, and the honesty required in the study of the mathematical and natural sciences, are powerful moral forces. The method and spirit, however, by which these desirable ends are gained, is far more important. Shall they be compassed in general by military command, threat, or force, aiming at military precision and uniformity? Though it is doubtless true that behind all school methods and machinery, as in the worlds of nature and of life, there is an "everlasting must;" yet the wisest and best teachers purposely subordinate this to the power of personal influence and courtesy. Their effort is "to make the good contagious."

"In the determination of the will are found the promise and potency of every form of life." Every genuine victory in the moral life, in youth or manhood, is a victory of the will. To reach and vitalize the will, we are tugging away at the *mainsprings* of human action; we are studying and appealing to the best *motives*; we are trying to work with and feel for our pupils, not standing over against them. Moral character cannot be developed without *freedom*; and "the test of high character is the amount of freedom it will absorb without going to pieces." The capacity for freedom, therefore, must be enlarged.

It is an ignoble game of matching wits, in which the teacher thinks himself smart if he can catch a boy, and the boy thinks himself smart if he can know nothing, or do wrong, without being found out. We are striving for a manlier type of character that will be shown in "a greater ease in uprightness, a quicker response to studious appeal, a deeper seriousness, still keeping relish for merriment, an increase of courtesy, a growing disregard for coarseness and vice, a decay of the boyish fancy that it is girlish to show enthusiasm." In short, we are trying to produce the real gentleman, and the true lady, whose heart and mind are the ready servants of a disciplined will. All this means a sacred regard for the *individuality* of our pupils, than which nothing is of more importance to the world. It is not only every man's privilege, but it is his duty, to make a distinct and unique contribution of some sort to the world's great stock. A pupil at school under the power of this motive will never substitute the work of another for his own; a teacher with this motive will never purposely or carelessly crush the personal tastes, aptitudes, or self-respect of his pupils, but will rather seek to guide them to noble ends.

In the field of intellectual discipline, we are trying to appeal less to verbal, and more to rational memory; less to the respect for mere authority and more to reason and judgment. It seems strange—passing strange—that, with all our modern progress in education, there is yet to be found in any school the criminal practice of requiring pupils to memorize words that are of but little value either in themselves or in the thought symbolized. In my opinion, the only case where verbal memorizing is not positively sinful (the transgression of a law of the mental life) is the committing of passages from ancient and modern classics;

and to this statement I would make but very few exceptions, such as the memorizing of the words of a few axioms or fundamental principles in mathematics or science, the verbal statement of which has received the sanction of generations. In verbal memory, we usually get *words*, not *knowledge*; and there are very few words that are worth remembering in any particular arrangement; in rational memory, we get *ideas*, of which no person can possess too many of the right sort. Of all the evils of an antiquated and exploded pedagogy teaching by rote, with its resulting barrenness, mechanism, and ignorance, is perhaps the worst.

Within a very few years, our city has wisely and generously provided the opportunity for a complete preparation for admission to the leading colleges and universities; and increasing numbers of our youth are availing themselves of the privileges. It is no longer necessary, therefore, to send our sons to Phillips Exeter, or Phillips Andover, to fit them for college, thanks to our intelligent citizens and school committee; but before we can make entirely good the training at such academies our youth must in some way be set free during their school-life from many demands upon their time and strength incident to home and social life. At most first-class academies, the pupils are protected from many distractions and much waste of time and vital energy. Our high-school pupils, if they are to make even fair progress in their studies, require and must have,—not the life of an ascetic apart from the world,—but about three hours out of the twenty-four, of earnest *home study*, and also plenty of sleep. I have been much gratified, however, with the hearty desire of parents, whenever their attention has been called to this matter, to make all the provision

in their power for the home study of lessons. Such co-operation is, indeed, very encouraging. It is a fact, which parents appreciate as well as the teachers, that too many diversions and exactions outside of school-hours, will defeat the one of the dearest object of their lives: the thorough education of their children. I am very glad, therefore, to report an increasing interest on the part of parents to guard their children's hours of study and rest. Such an interest can hardly go too far, if proper physical exercise is not neglected.

I am glad also to see evidences of the continued and increasing appreciation, in the community, of the true object of education, the lowest view of which may be symbolized by the saying of Epictetus, that though sheep eat grass it is not grass but wool that grows on their backs. A somewhat higher view, because it requires more than a single kind of mental nourishment, is that which makes the grass to signify abstract science and the humanities but the wool, as before, however, the *utilities* of life into which these studies may be converted. The highest view of all, however, is that of Plato, that theory is the highest human good, and that food and raiment are but *means*, not an *end* in themselves.

In this my first report I cannot omit the expression of my appreciation of the inestimable advantages of our magnificent school building. When I entered upon my work, I was deeply impressed by its elegance and convenience for the purpose for which it was designed. I was struck, however, no less with the boundless generosity and wisdom of the donor into whose kind heart came the thought of such a gift and by whose will it came into being. Not a day passes that we do not see some fresh reason of gratitude in its fitness for our work; not a day

passes that we are not still more deeply impressed with its form, substance, and proportions, as a work of art. To our pupils its walls speak with a silent eloquence, ever appealing to their nobler and finer feelings, and forming in them resolutions of a purer and better life. I am glad here to bear witness to the sincere respect, as shown by their careful treatment, which nearly all our pupils have for the building ; and to record my hearty appreciation of the superior care it receives at the hands of its janitor. In beauty, elegance, and durability, it seems to me, it can never be surpassed ; and in convenience, only as the demands of unforeseen conditions arise, as they must, and increase in complexity.

In closing this report, I esteem it a pleasure to express my sincere thanks to the citizens of Fall River, who have so cordially received me, a stranger ; to the School Committee and the patrons of the school, whose faithful co-operation and earnest support have been of great value to me in my work ; to you, Mr. Superintendent, to whose kind and judicious counsel I am greatly indebted ; and to my associates in the school, whose hearty co-operation and kindness of heart have been of the greatest service to me in the discharge of my duties, especially to the Vice-Principal, Mr. George F. Pope, for whose courtesy and valued assistance I am under great obligations.

Respectfully submitted,

CHARLES C. RAMSAY,

*Principal.*

APPENDIX I.

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## GRADUATING EXERCISES,

Friday Evening, July 1, 1892.

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CLASS OF '92.

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B. M. C. Durfee High School,

FALL RIVER, MASS.

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## TEACHERS.

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Principal.

George Frederick Pope,

Vice-Principal.

## ASSISTANTS.

Julia Amanda Read,

Hannah Rebecca Davis,

Iram Nelson Smith,

Mary Catherine Henry,

Everett Brownell Durfee,

Emily Ellen Winward,

Harriet Elizabeth Henry,

Alice Elizabeth Rich,

Frank Jones Peaslee,

William John Woods,

Elizabeth Stearns Rollins,

James Wallis,

Mary Adelaide Trafton,

Florence Inez Davis,

## ORDER OF EXERCISES.

1. SINGING—"Oh ! The Flowery Month of June," *Jackson*  
CLASS OF 1892.
2. SALUTATORY,  
ROSA MILLICENT DOWD.
3. CLASSICAL HONOR—Latin Recitation,  
"The Grief of Niobe," *Ovid*  
MARY CORINTHIA HAWES.
4. ESSAY—Chronicles of '92,  
HELEN HATHEWAY IRONS.
5. GERMAN HONOR—Recitation,  
Selection from "Die Jungfrau Von Orleans," *Schiller*  
EDITH BROW.
6. SINGING—Quintet—"O, by Rivers," *Bishop*  
MISS PHILLIPS, NICHOLSON, CREIGHTON, MASTERS HALE, DURFEE.
7. REVIEW—Representative English Poets,  
(a) Chaucer, FANNIE CECILIA LYNCH.  
(b) Shakespeare, ANNIE AMELIA LYMAN.  
(c) Milton, SUSIE ANNA JORDAN.  
(d) Pope, CHARLOTTE KEACH BOONE.
8. ESSAY—An Address to the Undergraduates,  
MARTHA COBB SANFORD.
9. FRENCH HONOR—Monologue,  
Etourdie *Henri Greville*  
ALICE MAUDE FASH.
10. SINGING—Duet, "Kind Words,"  
MISS TERRY, MASTER CONNELLY.
11. CLASS POEM,  
ALBION CHURCH COOK.
12. RECITATION, David Copperfield and his Child-Wife, *Dickens*  
ALICE GERTRUDE SMITH.
13. ESSAY—The Future of '92.  
JOHN COLLINS HURLEY.
14. VALEDICTORY,  
FLORENCE WHITMAN BROWN.
15. PRESENTATION OF DIPLOMAS AND DAVIS MEDALS,  
LEONTINE LINCOLN, ESQ., Chairman of the School Committee.
16. SINGING OF THE CLASS ODE,  
CLASS OF 1892.

## CLASS ODE.

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ANNIE MORTON.

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### I.

Shall it be grave or gay, our song,  
Our parting song we sing?  
Its measures float in mournful note,  
Or bright and joyous ring?  
Let hope live on in every heart,  
Though tears bedim the eye,  
And we'll take each classmate's hand, to-day,  
With glad, with sad good-bye.

### II.

Four changing years have passed away,  
And ne'er again we'll stand,  
As now, upon our closing day,  
A full unbroken band.  
But let the dear dead past depart,  
Bright is the future's sky,  
And we'll take each classmate's hand, to-day,  
With glad, with sad good-bye.

### III.

And wheresoever we may be,  
While memory holds her place,—  
Sundered by years, or lands, or sea,  
Remembered be each face !  
Our pulse shall start, our heart beat warm  
For schoolmates till we die,  
And we'll take each classmate's hand, to-day,  
With glad, with sad good-bye.

# GRADUATES.

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## CLASSICAL COURSE.

Allen, Annie Elizabeth, <sup>3*</sup>	Hathaway, Horace Marshall,*
Bliss, William Baylies,	Hawes, Mary Corinthia, <sup>3*</sup>
Boone, Charlotte Keach, <sup>3*</sup>	Hawkins, Caroline, <sup>4*</sup>
Borden, Alfred, <sup>1*</sup>	Hurley, John Collins,
Brayton, Israel, <sup>1</sup>	Irons, Helen Hatheway, <sup>3*</sup>
Brow, Edith,*	Lyman, Annie Amelia, <sup>5*</sup>
Cook, Albion Church,	Marvell, Harriet Tracy,
Davis, Robert Charles,	Morton, Annie, <sup>4*</sup>
Darling, Edith May,*	Phillips, Lillian Manelia,
Durling, Oliver Perry,	Sanford, Martha Cobb, <sup>3*</sup>
Gardner, Israel Willard,	Stevens, Eliza Swan,
Fraprie, Frank Roy, <sup>1*</sup>	Thornton, Lucy Reynard, <sup>4</sup>
Hambly, Mary Josephine,	VanderBurgh, Edmund Eltinge, <sup>1*</sup>

## ENGLISH COURSE.

Borden, Lawrence Leander, <sup>2</sup>	Lynch, Fannie Cecilia,*
Brightman, Edith Wilbur,	McCreery, Margaret Hannah,
Chase, Irene Isabella,	Mitchell, Elmer Wesley, <sup>2</sup>
Creighton, Cora Adele,	Nicholson, Sadie Manley,*
Fash, Alice Maude,*	Read, Benjamin Brayton
Gibling, Della,	Regan, Margaret Jane,
Hale, Harry Holmes,	Sabens, Camilla Rosa,
Hamerton, Grace Ellen,	Sherman, Fannie Irene,
Hathaway, Bertha Leona,	Smith, Alice Gertrude,
Hinds, Annie Mason,	Smith, Lillian Walker,
Jordan, Susie Anna,*	Wood, Alice Gray,
Kelley, Cornelius Francis,	Wood, Mary Elizabeth.
Lown, Herbert Francis,	

## ENGLISH AND CLASSICAL.

Almy, Frank Stratton, <sup>1</sup>	Kelleher, Mary Loretto,
Anthony, James Wheeler,	Kelley, Mary Louise,
Borden, Lillian White,	Lawton, Edward Simmons Lyon,
Brown, Florence Whitman,*	LeBeau, Randall,
Cook, Alice Brownell,*	Linnehan, Mabel,
Connelly, John William, <sup>6</sup>	Nickerson, Sylvanus,

Covel, Ina Frances,\*  
 Dowd, Rosa Millicent,\*  
 Dubois, Edna,\*  
 Gage, Clarence Eddy,\*  
 Gardner, Gertrude,  
 Hathaway, Louise Lawton,\*

Osborn, Eliza Grace,\*  
 Robertson, Margaret Ashley,\*  
 Tallman, Leroy,  
 Terry, Annie Eliza Valentine,  
 Trafton, Curtis Edwards,<sup>2</sup>  
 Westgate, Frank Everett.\*

## INDUSTRIAL COURSE.

Allen, Charles Mason,  
 Carr, Francis Street,

Durfee, Gustavus Merton,  
 Sears, Elmer Snow.

\*Honor Graduate.

1	Entered	Harvard,	Sept.	1892.
2	"	Lehigh,	"	"
3	"	Smith,	"	"
4	"	Vassar,	"	"
5	"	Mt. Holyoke,	"	"
6	"	Brown,	"	"

## APPENDIX II.

## Pupils in B. M. C. Durfee High School.\*

## SENIOR CLASS.

Ashley Lucy B.	Easton Alice F.	Lyman Harry F.
Baker Mary A.	Fisher Edward M.	Lynch Cora L.
Bassett Mary H.	Flanagan Margaret A.	Macomber Ida M.
Bennett Annie E.	Foley Nellie T.	Martin Beatrice A.
Borden Sydney H.	Fox George S.	McCarthy Daniel J.
Bowen Florence G.	Gardner Chester R.	McDonald Wm. H. V.
Brown William H.	Gardner Clifford M.	McIntire Geo. S.
Brownell Fred S.	Greenhalge Effie E.	McLauchlen Blanche E.
Buffinton Maud E.	Hamerton Isabel I.	Mullany Thomas F.
Chace Fenner A.	Harrington James	Regan Elizabeth A.
Chase Annie B.	Hartley Grace	Robertson Mabel A.
Chase Elizabeth C.	Holmes Jennie P.	Smith Agnes L.
Chase Mary W.	Hooper William A.	Smith Lydia M.
Church Caroline	Hunter Clara	Smith Nellie D.
Church Elizabeth E.	Kelly Mary L.	Thompson Jennie B.
Collins John A.	King Harlon B.	Turner Emma D.
Cook Hubert B.	Lake Frank S.	Waring George H.
Davis Albert R. T.	Lake Llewellyn R.	Wetherbee Stafford B.
Dowty Wm. E., Jr.	Lawton Fannie E.	Whitehead Jennie L.
Dunbar Martha L.	Lewis Roy G.	Wrightington Sydney P.
Dunn Emma F.	Lovell Edward B.	
Durfee Belle B.	Luther Stephen G.	

\*Total enrollment up to March 17, 1893.

## JUNIOR CLASS.

Allen Lester F.	Guiney Cornelius F.	Pearson Gertrude
Ashley Mary E.	Hadley Chas. M.	Peckham Frank I.
Borden Chester D.	Hanson Fernald L.	Porter Emma
Borden Fannie	Harlon Mabel	Redfern Grace L.
Borden Nellie L.	Hart Mary W.	Reed Mary E.
Brown Thomas O.	Haughwout Alice B.	Shaw Frank R.
Buffinton Clarissa H.	Haughwout Elizabeth P.	Simmions Nellie L.
Cameron Clara S.	Henry Sarah N.	Skelton Ada B.
Carpenter Ethel A.	Hunt Albert F.	Slack Frank H.
Chase Andrew P.	Hunter Carrie E.	Stewart Mabel L.
Chase Benj. C. Jr.	Hurley M. Frances	Terry H. Nelson G.
Chisholm Ida M.	Lake Ethel I.	Thompson Edw. E.
Collins Geo. S.	LeBeau Bertha	Tripp Frank L.
Cotterell Bertha A.	Lovell Geo. B.	Truesdale Philemon
Creighton Luella G.	Manchester Grace E.	Watters Ernest W.
Davis Jonathan Jr.	Means Mary J.	Westgate Nannie I.
Draper Mary M.	Moore Mary F.	Wing Lilhan M.
Durfee Jennie A.	Moran Rosella G.	Wood Clarence E.
Garrahy Lizzie F.	O'Keefe Arthur J.	Wordell Nellie J.
Gibling Jennie W.	Palmer Edna G.	

## SOPHOMORE CLASS.

Anthony Edna K.	Chace Andrew H.	Durfee Grace L.
Anthony Harold H.	Chace Maude A.	Fleet John W.
Anthony Herbert R.	Chase Lillian N.	Fleet Richard
Ashley Anna B.	Childs D. Henry Jr.	Fraprie Wm. G.
Bates Lila V.	Church Caroline M.	Furlong Helena G.
Beverly Wm. G.	Congdon John E.	Gifford Jennie D.
Borden Edw. P.	Cox Reuben V.	Gifford Robert E.
Borden Nannie J.	Crawford Mary E.	Golden Jessie W.
Borden Raymond D.	Crowell Edith E.	Greene Foster R.
Bottomley Edward	Curran Mary E.	Gunning Annie
Brightman Lama M.	Connolly Edw. S.	Hadcock Flora L.
Brown Harold W.	Davis Geo. H.	Hamilton Grace M.
Buffinton Jos. L.	Dearden Chas. M.	Harding Ethel M.
Buffinton Nancy A.	Durfee Anna	Haskins Gertrude G.
Burgoyne Sara A.	Durfee Cora	Hathaway Arthur H.
Burke Catherine A.	Durfee Eleanor S. M.	Hathaway Guilford C.
Bush Elizabeth L.	Durfee Ethelyn B.	Hathaway Ida B.
Calder William W.	Durfee George	Hathaway Herbert E.

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Higney Arthur B.	Morrison Jeannie	Searle Sarah W.
Hughes Geo. H.	Murphy Helen L.	Sherman Lizzie
Hyde James S.	Murphy Mary C.	Sherman Minnie F.
Irons Harold G.	Murphy William	Sherwin Wm. F.
Isherwood John W.	Murray Michael J.	Slocum Katherine B.
Isherwood Sarah E.	Nicholson Robertha	Smith Helen
Janson Arthur F.	Nickerson Henry F.	Sullivan Michael V.
Keeher Eliza A.	Norris Wilfred B.	Sutcliffe Geo. H. W.
Lawton D. Clifford	Nowell John P.	Thackery Sarah A.
Leary Wm. A.	Pate Ada	Thayer Francis S.
Leighton Carols O.	Perry Ada M.	Thompson Maud L.
Leighton Martha P.	Peters Martha D.	Thompson Robert A.
Lindquist Lilly	Phillips Maude E.	Walsh Kate M.
Lowell Carrie M.	Piercy L. Gertrude	Warburton Henry S.
Lord Mary J.	Queenie Mary E.	Weeden Matilda
Macomber Otto	Ramsey Ethel C.	Wellington Chas. F.
Marble Henry	Ramsay Howard L.	Whitehead Edgar B.
Mason Emmeline E.	Ramsay Robert E.	Williams Jane T.
McDermott Mary E.	Reagan William H.	Wood Chas. F.
McGlynn Edw. F.	Remington Elizabeth S.	Wordell Alice G.
Meeson Ada M.	Ryder Mary E.	Wordell Frank R.
Mellen Lavinia A.	Sanford Chas. F.	Young Mary E.

## FRESHMAN CLASS.

Albert Hattie R.	Brightman Carrie L.	Cottrell Mary
Allen Howard L.	Brocklehurst Mabel F.	Cranston Mary F.
Anthony Mary V.	Buckley James	Cuffe Catherine A.
Ballard Alvan R.	Buffington Elizabeth	Curran Fred E.
Bean Alice B.	Carey Kate L.	Curran Gertrude V.
Bean Sadie R.	Carter Anna C.	Dailey Joseph E.
Beattie Ernest J.	Cavanagh James J.	Davis Chas. H.
Bertenshaw Ruth A.	Chace Ada J.	Davis Ethel R.
Blake Jennie T.	Chace Robert H.	Davis Lena A.
Bliss Benj. B.	Chadwick Wm. L.	Davol Louise D.
Booth Geo. A.	Chase Florence E.	Dearden James D.
Borden Annie B.	Church Edna G.	Dowd Helena A.
Borden Asenath	Church James B. Jr.	Dowd Lillian G. M.
Borden Brooks	Cobb Bertha D.	Doyle John P. A.
Borden Sarah E.	Collet Henry	Durfee George
Bowers Norman E.	Cook Albert E.	Duvally Nicholas
Braley Cora G.	Cooke Carrie G.	Dyer William H.
Briggs Nellie P.	Corthell Edgar C.	Earle Ione

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Eddy Mary L.	Luscomb Norman C.	Sheedy Joanna E.
Elsbree Susie H.	Lyman Bertha H.	Shields Margaret J.
Everett Dana C.	Macfarlane Walter W.	Short Luther A.
Ferguson Fergus	Macomber Chas. E.	Shove Fannie L.
Fisher Geo. H.	Macomber Zella C.	Silsbury Geo. C.
Fothergill Thomas H.	Manchester Arthur	Simmons Walter F.
Freelove Minnie M.	Manchester Walter F.	Slade Emmeline H.
French Sarah H.	Marble Anna M.	Everett N. Slade
Gardner Ethel M.	Marr Ronello K.	Slade Guy V.
Garity Mary F.	Martin Geo. H.	Slocum Mark
Gifford Frank J.	Martin James M.	Smith Chas. W. N. D. J.
Gifford Laura B.	Mason John R. E.	Smith Joseph W.
Goff Emma L.	McAdams Fred G.	Smolinsky Lillian
Grinnell Reuben F.	McIntyre Mary R.	Snow William E.
Givan Lulu	McLauchlin James R.	Sprague Henry M.
Grush Lottie V.	McNerney Daniel J.	Springer Mary E.
Guiney Patrick W.	Morton George	Stephenson Hattie J.
Hall Samuel A.	Murray John W.	Stewart Jessie A.
Harley Harold B.	Norris Clifford E.	Storey Patrick J.
Harris Mabel E.	Osborn Chas. F.	Sullivan Algernon D.
Hathaway Fred A.	Paul Lucie M.	Sullivan Katherine G.
Hathaway Geo. W.	Peckham Harold	Sweeney Etta M.
Hawkins Geo. M.	Peirce Mary T.	Sweet Cordelia A.
Hawkins Henry C.	Phillips Ethel R.	Swift Arson A.
Hawkins Wm. H.	Phillips Grace A.	Terry Susan E.
Henrick Henry H.	Phillips Jennie M.	Thornton Reynard
Hicks Bertha L.	Quinn Emma C.	Townsend Mary E.
Hinchley Erank B.	Randall Garret A.	Tripp Millie A.
Hooper Parker M.	Read Geo. H.	Turner Chas. J.
Holmes Bessie J.	Read Joseph A.	Turner Harry M.
Howard Winifred E.	Reed Arthur M.	Valentine Lottie G.
Kay Henry E. Jr.	Reynolds Annie F.	Warren Harriet D.
Keeper Eliza E.	Reynolds Percy L.	Welch Hattie M.
Kelley Chas. F.	Rochford James E.	Whitehead Harry
Kenney James E.	Rounds Bessie E.	Wilbur Lula E.
Kingsley Ernest E.	Sanford Alex. C.	Wilmot Thomas
Kingsley Frank H.	Sanford Cora H.	Wilson James H.
Lake Etta V.	Sanford Eliza L.	Winslow Edw. W.
Lawson Alonzo W.	Sanford Frank R.	Winslow Jos. N.
Lawton Hattie R.	Sayward Nettie O.	Winward Carrie M.
Lowell Edith G.	Scholes Geo. P.	Woodland Lewis A.

## \*SPECIAL STUDENTS.

Atwood Goldie	Dore Stephen E.	Mathewson Richard H.
Bonney Edith B.	Durfee Nathaniel B.	McKenna Maud G.
Borden Abbie D. K.	Durfee George	Nichols Clara H.
Brayton Alice	Fennelly Wm. H.	Paule Charles L. F.
Brayton Herbert E. E.	Gifford Hattie E.	Reade Carolyn S.
Brightman Mazeel A.	Hale Walter R.	Silsbury Mary F.
Chace Jennie B.	Handy Louise H.	Simmons Nettie F.
Chase Edith M.	Harley Fred W.	Stafford John F.
Coggeshall Emma	Higney Ella D.	Smith Katherine M.
Connell Lucia A.	Hurst Lizzie C.	Tallman Sarah
Cook Harriet R.	Luscomb Clifford	Tourtellot Alice I.
Cook Mary H.	Mackie Adam	Thomas Wm. F. Jr.
Deane Anna L. A.	Mackie Mabel	Winward Annie A.
Dillingham Isabel B.	Maken Elena M.	

## POST GRADUATES.

Chace Irene	Fash Alice M.	Marvell Harriet T.
Covel Ina F.	Gibling Della	Robertson Margaret A.
Dowd Rosa M.	Hinds Annie M.	Smith Lillian W.
Dubois Edna	Hurley John C.	Wood Mary E. (died.)
	Macomber Louise S.	

\*Irregulars, and not eligible to graduation and diplomas.



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MANUAL TRAINING COURSE.

## B. M. C. DURFEE HIGH SCHOOL,

FALL RIVER, MASS.

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The Manual Training Course forms one of the regular four-year courses of the B. M. C. Durfee High school and consists of a combination of mathematics, sciences, modern languages, shop-work and drawing.

The shop and drawing room are located on the ground floor of the high school building.

The equipment of the shop is as follows :

## FOR WOOD WORKING.

1. Twenty-one benches, each one supplied with a "quick grip" patent vise, and four lockers to hold work and aprons. Tool-drawers or closets are built in each bench.

Each bench is supplied with a set of hand-tools as follows :

Fifteen-inch jack-plane, eight-inch smooth-plane, six-inch block-plane, twenty-inch cross-cut saw, twenty-four-inch rip-saw, ten-inch back-saw, six chisels, three gouges, large and small try-squares, screw-drivers, brace and bits, marking-gauge, dividers, bevel, two-foot rule, brad-awls, mallet, hammer, oil-stone, oil-can and bench-brush.

Several twenty-two-inch jointer-planes, draw-knives, large steel squares, and straight-edges are distributed

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among the benches, and a number of rasps, bits, compass-saws, carving tools, matching and rebating planes, together with nails, screws, glue, sand-paper, etc., are supplied to classes as needed.

2. Twelve speed-lathes, ten-and-one-fourth-inch swing by twenty-two inches to twenty-four inches between centres, are for wood-turning. These lathes are mounted on benches, which are built with drawers for holding tools, and closets for work and shop-clothes.

Each lathe is supplied with large and small face-plates, screw-chuck, spur and cone centres, long and short T-rest, rule, calipers, mallet, four turner's gouges, three chisels, parting tool, boring tool and square-nose chisel.

3. Large band-saw machine for cutting stock to convenient sizes, and for practice in sawing curved forms.

#### FOR IRON WORKING.

Two fourteen-inch screw-cutting engine-lathes, with five-foot bed.

Two fourteen-inch plain-cutting engine-lathes with five-foot bed.

Two thirteen-inch hand-lathes with five-foot bed, for filing, polishing, etc.

One iron-planing machine, sixteen inches by fourteen inches with five-and-a-half-foot bed.

One emery grinder and one grindstone.

Twenty-seven feet of bench-room provided with six Parker vises.

Each engine lathe has a set of lathe-tools, and there are chucks of various sizes both universal and independent. For bench-work, there is an assortment of hammers, chisels, files, scratchawls, punches and dividers, and also sets of reamers, twist-drills, arbors, taps and

die-plates, scales of various sizes and divisions, machinists' steel squares, levels, protractor, screw-gauges, chuck-drills, and hand-tools for metal-turning.

Power to drive the machines is furnished by a seven-and-one-half horse-power Sprague Electric Motor.

The course of work at present is as follows :

#### FRESHMAN YEAR.

Algebra, English, Physiology and Physical Geography. Shopwork, bench-exercises in wood.

Divisions of two-foot rule : how to measure correctly and "lay off" dimensions with knife and pencil.

Explanation of jack and smooth plane, how to sharpen, adjust and use the planes.

Planing a true surface. Use of try-square. Planing one side of stock "square" with face-side. Use of marking gauge, Planing to gauge-line and to given dimension.

Explanation of cross-cut and rip-saw teeth, How to use the saw correctly. Sawing given lengths, across grain and with the object of sawing square with face-side, each sawing being tested with try-square to note inaccuracies. Sawing with back-saw to knife-line as in joinery. Use of block-plane on end-grain. The planing and sawing exercises introduce the rule, dividers, marking gauge, bevel and try-square, and separate exercises in the use of these "laying out" tools are given, when necessary, to impress from the start the necessity of clean, accurate laying down of working lines.

The class then learns to construct, on a smooth piece of wood, angles of  $90^\circ$ ,  $60^\circ$ ,  $30^\circ$ ,  $46^\circ$ ,  $15^\circ$  and  $75^\circ$  and this "angle board" is used in performing succeeding exercises when bevel lines are required.

A square frame is next made, which gives practice

in sawing the half-lap joints with the back-saw, and shows the importance of each stroke when several pieces are to form a whole.

As an application of planing and sawing exercises, a "mitre-box" is made, and its accuracy tested by sawing in it the joints for a mitred frame. Then follows an exercise in boring holes square with face-side of block, chamfering edges with block-plane, paring with chisels, producing a semi-circular end from square end of board, chamfers of various shapes with chisel, cutting flutings with gouges, making gain joints, square and oblique halvings, mortise and tenon joints, as through, blind, open, relish, rafter, keyed, and dovetailing. A piece of frame-work combining several of these joints is next made and the course is completed by making a finished article, as a blacking-box or book-case, which serves to apply the different principles and processes of the year's work to a piece of construction.

Every exercise is made from a scale blue print and the class is kept together on the same exercise, so that work progresses systematically. The Freshman class has four periods of fifty minutes each per week.

#### SOPHOMORE YEAR.

Plane Geometry, English, Botany and Zoology, Shop-work, Mechanical Drawing.

The Shop-work is Wood-turning:

Names of parts of speed lathe and manipulations in using and mounting work for turning. Straight cylinder with gouge, finishing cut with skew chisel. Difference between scraping and cutting. Convex curve. Concave curve. Reverse curve. Square shoulders. Taper cylinder. Rounding square corners. Beading. Balls. Scallops.

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Fitting plug to holes of various diameters : Combinations of these elemental forms in turning a baluster, post and a spindle, which introduces duplication of shapes on each side of a center. Face-plate and chuck-work ; rosette, hollow-stepped cylinder, box and cover, goblet, napkin ring, and a piece of construction in the form of a wall towel-rack and small center-stand, which apply nearly all of the principles and processes of the year's work.

The work is done entirely from blue prints, and conducted as class-work.

The Mechanical Drawing of this year consists of :

A sheet to acquire use of instruments in drawing horizontal, vertical and oblique lines, intersecting with clean cut junctions, circles, and compound lines formed of tangent, straight and circular lines and of tangent circular arcs. Three sheets of geometrical construction, which are given mainly for practice in accurate lining and compass-work.

A sheet of shade-lining examples.

The theory of orthographic projections is explained by lectures and studied by the aid of paper planes, and eight or nine sheets are drawn, solving problems regarding the rectangular, triangular and hexagonal prism and pyramid, the cylinder and the cone, with oblique projections, development and intersections of same and sectional views, Isometric drawing is then taken up, and one or two sheets illustrating the application of projections to simple parts of machines are drawn, some detail of such object being put into isometric.

The equipment for drawing consists of sixteen drawing-trestles with drawer and racks on the sides to hold boards, T-squares and boards, triangles, scales, dividers with pen, pencil and needle point, spring-bow pencils and

bow pens, ruling pens, etc., sufficient for sixteen boys in a class.

The Sophomores work four periods of fifty minutes each per week in the shop and the same length of time in the drawing room.

#### JUNIOR YEAR.

Solid Geometry and Trigonometry, French or German, Physics, Shopwork, Mechanical Drawing.

The Shopwork of this year is work in metal, and consists of the following exercises.

Study of construction and manipulation of engine lathe and planing machine.

1. Turning straight cylinder, introducing centering, centre-drilling, counter-sinking, squaring ends, roughing and finishing cuts, calipering, and filing and polishing in speed lathe.

2. Stepped cylinder, additional practice in turning to size and squaring shoulders.

3. Taper turning, and hand-tooling curves.

4. Screw-cutting, right and left hand thread on ends of same stock-piece.

5. Fitting bolt to hole in a collar which has first been twist-drilled and reamed to given size, and then turned on an arbor to size and shape of drawing.

6. Cutting thread of standard size on bolt, fitting nut to same,—first tapping the nut,—and filing to hexagon shape the bolt-head and the nut, and polishing the same.

7. “Chucking” a five and one-half inch pulley, chuck drilling the hub, turning rim and hub to size and filing.

8. Making a ball handle : introducing the roughing out of curves in engine lathe, free-hand, and the hand-

tooling of same to a finish in speed lathe; the fitting of two parts of handle by die-stock and tap.

9. Cutting outside and inside V-thread on one end of plug and cap, and outside and inside square thread on other end of plug and ring; Boring tool.

10. Planing machine exercise. Planing block square all over; planing out square groove; planing out  $45^\circ$  V-groove.

11. Chipping and filing bevel edge. Chipping and filing a rectangular hole from bored hole.

12. Construction of a jack-screw.

All work done from blue prints: while it is not possible to keep the class together, or take up these exercises always in order named, instructions are given to the class as a whole, and notes are taken down, so that the instruction may be as much systematized as possible. Much individual instruction and help must of course be given where such slight differences of shape and adjustment of tools cause such different results.

The drawing of this year consists in making working drawings of details of machines. Free-hand sketches are made first, and dimensioned and these sketches are worked up into scale drawings with dimensions. The subjects are drawn partly from the object, partly from sketches and explanations of the instructor.

Among the drawings thus executed, may be mentioned, gear blank, split pulley, bolt and screw-threads, eccentric and strap, connecting-rod with all details drawn separately, from which the class were to construct, without help, an assembly drawing, head-stock, tail-stock, etc. The drawings are made to various scales, and sections are drawn, and one view obtained from others given,

to test the ability of the pupil to grasp clearly the correct appearance of the objects which he is representing.

The Juniors work in shop four periods of fifty minutes each per week, and in drawing room three periods of fifty minutes each per week.

#### SENIOR YEAR.

Chemistry, English, French or German, Shopwork, Drawing.

The Shopwork and Drawing of this year consist at present of the designing, drawing, and construction of an article of cabinet work.

This work is made original as far as possible, and is intended to give some chance for individual judgment in shaping and sizing of parts, and in joining together of various portions of a finished article. Among the projects thus made may be mentioned writing-desks, tables, cabinet book-case, hall-stand, coin-cabinet, etc.

The drawing of this year consists, first, of the making of the necessary drawing for the before mentioned cabinet project, and, after that, some finished drawing of a machine or engine is made, this being determined by the amount of time available.

The Senior class works four periods a week in shop and in drawing room two periods a week.

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APPENDIX III.

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The following tribute to the memory of Dr. Leighton was unanimously adopted at a meeting of the School Committee and Trustees of the High school specially called to take appropriate action on his death.

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We, the members of the school committee of Fall River, in convention with the trustees of the B. M. C. High school, have heard with extreme sorrow of the death of Robert F. Leighton, Ph. D., principal of the High school:

We sincerely grieve at this sudden bereavement that has visited a family even now mourning a recent loss ; a blow that must fall so heavily upon the wife, who is still reduced in strength by sickness from which she has hardly recovered.

As the head master in our school of most advanced grades, where preparation is made for business life, for technical schools and for college, a severe demand was made upon Dr. Leighton as a scholar, a teacher and an organizer. This demand was met so admirably by his learning, his skill and his laborious interest in the welfare of his charge that he won our complete confidence and respect. Already in his brief connection with the High school he had provoked finer ideals of accomplishment among the pupils ; and plans already in operation gave promise of large developments in the different departments of his work. To Dr. Leighton, moreover, education was not merely the acquisition of knowledge and of disciplined faculties, but it must be as well, a training in culture and character.

His interest in the school system of Fall River was con-

spicuous, and his residence has already produced an institution which will be of large advantage to his fellow-teachers throughout the city.

In private life, though his strength was sapped by the unsuspected disease that has now taken him from us, he was ever patient, courteous and thoughtful of others, with sympathies that were not bounded even by the wide limits of his chosen calling.

In the death of Dr. Leighton we have lost a teacher whose reputation was national ; a citizen whom our community can ill spare ; a friend whom we shall all lament.

JOHN S BRAYTON, *President.*

WM. CONNELL, *Secretary.*

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As a tribute of respect the High school was closed from the day of his death to that of his burial, a deputation of cadets guarded the remains while lying in state, the school chime of bells was rung during the funeral service, and a delegation from the School Committee, with a number of High school cadets accompanied the remains to their last resting place in Gloucester, Mass.

Dr. Leighton was born in Maine, Jan. 23, 1839, his parents being natives of the vicinity of Portland : he was the youngest of a large family. His early schooling was very limited, only rural advantages being afforded him. In youth he was greatly stimulated in his desire for an education by a teacher with whom he came in contact, and by him he was aided, at length, to enter college.

He taught during the winters while taking the college course, (at Tufts) and directly after graduation went to Cohasset to teach the high school. He held this position for several years, during which he made a long tour of the West, and, after resigning, he partly prepared for the practice of law, but abandoned that purpose and resumed teaching, going to the Wakefield high school. Thence he went to the Melrose high school, where he remained several years.

His health becoming impaired, he went to Europe for rest and change in 1873 ; after a year he entered the university at Leipsic as a student of philology under Professors Lange and Coutius ; at the end of the year he tried for the degree of Ph. D., and he returned to America with his diploma, after a four years' absence. Then for a year he resided in Gloucester, where he began and nearly completed his "History of Rome," which is in use in our high school, and is esteemed a most valuable work.

His next school charge was the Brooklyn, N. Y., high school, of which he was the first principal. Dr. Leighton began there with 300 pupils, in a building which was leased for a year

by a gentleman who was interested in the experiment of a high school in that city. After about 10 years, his health failing again, he left the school, which then numbered about 2,000 pupils, and was located in a fine building of its own. He next went to Gloucester, where he rested about two years, except such occupation as the writing of lectures. His next course as a principal was in connection with the high school of this city.

Besides writing the "History of Rome," Dr. Leighton devoted considerable time to the preparation of other educational books of which are "Latin Lessons," "Greek Lessons," "Harvard Examination Papers" (now in its 10th edition, a "History of Greece" (about two-thirds completed), and "The Medicean Manuscripts of Cicero's Letters" (pamphlet), which was read before the American Philological Association. He was a specialist in linguistic acquirements, and wrote on philological topics with acumen and ease. He was a member of the New England Society (New York), the American Philological Association, and the Massachusetts Teachers' Association.

His short residence in this city, notwithstanding the absorbing nature of his tasks in a new field and the rapid succession of misfortunes which has followed him, has served to make him known as a courteous and thoughtful gentleman and a servant of high ideals in the pursuit of his profession.

## TABLE

Giving Names, Dates of Election, and Residences of Teachers,  
DECEMBER, 1892.

*Teachers' Names.*      *Dates of Election.*      *Residences.*

## B. M. C. DURFEE HIGH SCHOOL.

Cate Eleazar	September,	1892	Evans House
Davis Hannah R.	November,	1870	111 Rock
Davis Florence I.	September,	1879	6 Prospect
Durfee Everett B.	September,	1886	45 Stafford
Henry Harriet E.	May,	1872	3 French
Henry Mary C.	September,	1888	118 Rock
Pope George F.	September,	1877	43 Rock
Ramsay Charles C.	August,	1892	83 Cherry
Read Julia A.	November,	1863	4 Lincoln Ave.
Rich Alice	December,	1890	4 Durfee
Rollins Elizabeth P.	August,	1888	23 Grove
Smith Iram N.	November,	1873	1 Winter
Trafton Mary A.	September,	1888	21 Franklin
Wallis James	September,	1891	45 Belmont Ave.
Winward Emily E.	September,	1875	8 Winward Ave.
Woods William J.	September,	1891	66 Pine

## GRAMMAR SCHOOLS.

Albro Evelyn E.	September,	1873	37 Whipple
Almy Alice D.	October,	1874	17 June
Andrews Nellie H.	September,	1890	So. Swansea
Ashton Annie	September,	1872	7 Ashton Ave.
Benson Horace A.	February,	1874	84 Second
Bliss Genevieve H.	March,	1880	So. Swansea
Bronson George W.	November,	1864	38 Locust
Bowers Elizabeth	February,	1889	52 Bank
Boyd Abbie C.	September,	1884	6 Ridge
Buffinton Maria L.	April,	1888	2 Underwood
Bush Annie C.	September,	1884	34 Highland Ave.
Bury Margaret J.	September,	1871	5 Ridge
Cook Candace	May,	1874	117 N. Main
Crapo Susan A.	February,	1871	14 Cherry
Deane Carrie L.	April,	1892	29 Ridge
Dillon Annie F.	September,	1892	4 Lawrence
Dodge Ella C.	April,	1885	6 Ridge
Field Sallie A.	June,	1889	48 Cherry

## TABLE

Giving Names, Dates of Election, and Residences of Teachers,  
DECEMBER, 1892.

<i>Teachers' Names.</i>	<i>Dates of Election.</i>		<i>Residences.</i>
Gray Edward	November,	1886	27 Whipple
Grinnell Annie F.	September,	1892	Tiverton, R. I.
Jubb Lillian G.	February,	1892	26 June
Keenan Anna M.	September,	1884	62 Lindsey
Lewin Emily C.	September,	1883	14 Cherry
Locke George W.	November,	1857	185 Highland Ave.
Locke Mary L.	September,	1883	185 Highland Ave.
Lufkin Helen G.	September,	1886	30 Locust
Macomber Eliza G.	December,	1880	No. Westport
Macomber Lucy S.	September,	1878	No. Westport
Martin Harriette E.	September,	1870	37 New Boston Road
Mowry Mary A.	April,	1890	5 Warren
Orswell Emeline B.	September,	1866	Tiverton, R. I.
Pitman Mary O.	February,	1881	13 French
Rich Martha L.	September,	1892	4 Durfee
Ricker Jennie A.	September,	1881	37 New Boston Road
Robertson Eliza J.	September,	1868	4 Cottage
Robinson J. Etta	September,	1882	41 Ferry
Ryder Mary L.	April	1877	28 Pine
Stewart Elizabeth	September,	1883	Highland Place
Sullivan Annie E.	February,	1878	8 Woolley
Terry Ida T.	December,	1880	46 Durfee
Thayer Edwin S.	September,	1878	26 Winter
Thompson Harriet M.	December,	1880	65 Prospect
Tuell Sarah A.	November,	1874	66 Pine
Victoreen Emma T.	June,	1889	2 Forest
Winslow Susan P. H.	September,	1870	27 Highland Ave.
Woodcock Minnie S.	September,	1874	9 Taylor

## INTERMEDIATE SCHOOLS.

Barker Emma F.	September,	1871	36 Rock
Barney Julia A.	June,	1864	15 Purchase
Borden Annie M.	February,	1880	26 Third
Borden Helen M.	November,	1870	6 Ridge
Brennan Julia V.	September,	1889	106 Second
Brennan Margaret E.	September,	1876	106 Second
Carter Ellen L.	December,	1880	11 Grove
Carroll Annie L.	September,	1889	27 Third

## TABLE

Giving Names, Dates of Election, and Residences of Teachers,  
DECEMBER, 1892.

<i>Teachers' Names.</i>	<i>Dates of Election.</i>	<i>Residences.</i>
Clarke Anna M.	September, 1882	124 Second
Clarkson Esther A.	September, 1882	83 Broadway
Connell Isabel L.	September, 1884	24 Beacon
Connell Mary S.	April, 1890	24 Beacon
Durfee Jessie W.	September, 1888	48 Bank
Enwright Emma J.	September, 1883	13 Ridge
Essex Estelle W.	February, 1884	6 Old Colony Ave.
Foster Jessie L.	September, 1888	48 Bank
Fraser Isabel J.	September, 1879	210 Second
Grinnell Frances O.	September, 1871	162 S. Main
Hambly Sarah M.	January, 1870	N. Main
Hood Josephine E.	September, 1883	131 N. Main
Howard Ida G.	September, 1882	83 Linden
Hurley Katherine M. E.	September, 1878	44 Belmont Ave.
Johnston Elizabeth M.	September, 1881	24 Ridge
Kershaw Nancy D.	October, 1874	7 Roccliffe
Keyes Ella F.	November, 1874	167 S. Main
Kay Bertha E.	June, 1891	9 Lake
Lawson Isabelle F.	June, 1892	104 Prospect
Leat Mary E. G.	April, 1890	197 Second
Macomber Melissa J.	March, 1880	5 Rodman
McHugh Rose B.	September, 1884	3 Whipple
McCreery Mary A.	September, 1881	255 Bay
McMahon Mary E.	September, 1884	104 Locust
Nichols Alice L.	June, 1883	18 New Boston Road
Palmer Lydia	May, 1892	Highland Place
Palmer Harriet A.	October, 1888	Highland Place
Robertson Annie L. C.	September, 1879	22 Winter
Robinson Susan A.	September, 1861	34 Ferry
Simmons Lizzie A.	October, 1875	13 Hanover
Strout Annie M.	October, 1873	74 Eastern Ave.
Thompson Mary E.	March, 1886	65 Prospect
Thompson Margaret J.	September, 1881	65 Prospect
Thompson Barbara G.	February, 1879	65 Prospect
Tower Mary A.	April, 1892	83 Cherry
Warfield Adelaide S.	September, 1873	91 Pine
Warfield Celia M.	September, 1874	91 Pine
Wilbur Blanche N.	June, 1888	3 South

## TABLE

Giving Names, Dates of Election, and Residences of Teachers,  
DECEMBER, 1892.

<i>Teachers' Names.</i>	<i>Dates of Election.</i>	<i>Residences.</i>
Winslow Harriet G.	November, 1871	192 S. Main
Winslow Jeannette M.	September, 1882	192 S. Main
Wolfendale Ethel	June, 1889	130 Stafford Road

## PRIMARY SCHOOLS.

Allen Edith E.	June, 1892	518 N. Main
Armstrong Betsey A.	April, 1885	67 Linden
Batley Elizabeth M.	May, 1883	57 Fourth
Bean Mary J.	September, 1892	37 President Ave.
Berry M. Ella	September, 1883	19 Cherry
Bliffins Marietta	September, 1884	614 N. Main
Borden Emma C.	September, 1872	144 N. Main
Borden Ellen R.	September, 1883	56 Bank
Borden Sarah F.	September, 1892	141 N. Main
Borden Sarah J.	May, 1866	52 Durfee
Brady Ella M.	June, 1889	99 Broadway
Brady M. Helena	March, 1877	3 Almy
Brightman Carrie M.	February, 1879	320 N. Main
Brightman Annie P.	September, 1884	78 Cherry
Bronson Haariet F.	March, 1886	38 Locust
Bronson Nellie G.	September, 1882	38 Locust
Brown Jennie H.	September, 1881	3 South
Butler Mary E.	September, 1889	3 Forest
Canfield C. Lillie	May, 1872	45 Warren
Callahan Kate A.	June, 1889	197 Rodman
Carpenter Annie E.	September, 1881	3 South
Carpenter Mary A.	December, 1880	3 South
Carr Carrie E.	June, 1889	22 Durfee
Carr M. Ginevra	September, 1888	177 S. Main
Chace J. Edith	February, 1892	208 Second
Collins Susan P.	September, 1888	85 Locust
Collins Beulah V.	September, 1889	9 Taylor
Connell Annie	September, 1888	22 Sprague
Conroy Fanny G.	September, 1890	43 Fourth
Coombs Annie C.	September, 1884	11 Grinnell
Corbett Delia A.	September, 1883	6 Hambly Ave.
Corcoran Ida C.	September, 1883	88 Middle
Corcoran Mary E. V.	September, 1892	10 Hunter

## TABLE

Giving Names, Dates of Election, and Residences of Teachers,  
DECEMBER, 1892.

<i>Teachers' Names.</i>	<i>Dates of Election.</i>	<i>Residences.</i>
Courtenay Lucinda S.	October, 1875	305 Highland Ave.
Creighton Amie E.	May, 1891	140 High
Cross Mary A.	September, 1891	122 Bay
Cunneen Minnie F.	June, 1892	17 Freedom
Cunneen Sarah J.	September, 1879	17 Freedom
Darling Lillian M.	June, 1891	84 Prospect
Davis Susan E.	September, 1885	46 Wilson Road
Dailey Harriet E.	October, 1891	43 Fourth
Deane Elizabeth S.	May, 1866	187 N. Main
Desmond Kate R.	September, 1880	182½ Second
Dodge Ella L.	April, 1892	53 Prospect
Doe Minnie L.	September, 1881	17 Ridge
Eagan Kate C.	June, 1889	26 Linden
Elsbree Ella F.	September, 1890	65 Hanover
Eddy H. Josephine	September, 1892	67 Prospect
Finneran Elizabeth C.	February, 1891	74 Eighth
Frank Elena J.	September, 1889	78 Middle
Frank M. Etta	September, 1884	78 Whipple
Frank Elizabeth S.	September, 1891	78 Middle
Freeborn Jane E.	September, 1882	7 Highland Ave.
Furlong Helen C.	September, 1891	14 Forest
Goodrum Sara M.	September, 1878	60 High
Gray Abbie B.	September, 1871	44 Durfee
Gray Mary E.	June, 1886	44 Durfee
Grinnell Macie E.	April, 1891	88 Tower
Hacking Cora F.	June, 1892	13 Hall
Hambly Ada R.	September, 1884	3 Hambly Ave.
Hammond Adeline	December, 1883	26 Highland Ave.
Harrington Julia A.	September, 1892	61 Rodman
Hassett Delia I.	February, 1892	28 East Main
Hathaway Mary A.	May, 1870	59 Columbia
Hawkins Harriette	September, 1886	10 Highland Ave.
Healy Caroline T.	September, 1885	73 Broadway
Higney Elizabeth T.	June, 1891	385 N. Main
Holbrook Phebe A.	September, 1878	168 N. Main
Hudson Ellen B.	September, 1883	13 Barnaby
Jenney Mary B. C.	December, 1891	450 Highland Ave.
Jubb Florence	October, 1892	26 June

## TABLE

Giving Names, Dates of Election, and Residences of Teachers,  
DECEMBER, 1892.

<i>Teachers' Names.</i>	<i>Dates of Election.</i>	<i>Residences.</i>
Kay Annie C.	April, 1886	9 Lake
Kelly Kate C.	May, 1887	14 Spring
Kelly Lizzie A.	October, 1887	18 Park
Kelley Minnie M.	April, 1886	57 Elm
Kershaw Mary E.	April, 1886	87 Walnut
Keyes Mary A.	June, 1889	96 Mulberry
Le Bean Ella	September, 1892	30 French
Lindsey Anna B.	September, 1887	119 N. Main
Lindsey Anna L.	September, 1874	34 Cherry
Lothrop Julia S.	September, 1885	N. Main
Lynch Julia A.	September, 1884	84 Bank
Macomber Clara B.	September, 1884	No. Westport
Malcom Lavinia B.	September, 1880	21 Linden
Maher Margaret E.	September, 1892	254 Bedford
Manchester Luella J.	October, 1887	194 So. Main
McCann Ellen L.	September, 1891	102 Mulberry
McCann Katie F.	December, 1888	18 William
McClintock Elizabeth	November, 1878	28 Hanover
McCreery Mary A.	June, 1889	16 Twelfth
McDermott Elizabeth J.	September, 1892	281 S. Main
McGrath Annie L.	June, 1889	7 Thompson
McMahon Julia A.	September, 1890	104 Locust
Moore Annie E.	February, 1891	28 Elm
Moran Kate M.	October, 1889	39 Morgan
Munroe Annie B. W.	September, 1889	53 Pine
Murphy Elizabeth B.	September, 1884	21 Howard
Murphy Jennie P.	October, 1888	85 Locust
Negus Edna S.	April, 1891	8 Durfee
Negus Ruth	September, 1882	8 Durfee
Pitman Ella H.	September, 1886	4 Grove
Rainford Mary A.	September, 1883	69 Broadway
Read Amelia M.	October, 1888	40 Ferry
Read Lenora A.	September, 1881	4 Danforth
Robertson Lucy H.	September, 1869	4 Cottage
Remington Louise O.	September, 1889	45 Maple
Remington Mabel H.	March, 1886	45 Maple
Roche Kate L. M.	September, 1888	Cor. Hamlet and E. R. W.
Roche Mary C.		Cor. Hamlet and E. R. W.

## TABLE

Giving Names, Dates of Election, and Residences of Teachers,  
DECEMBER, 1892.

<i>Teachers' Names.</i>	<i>Dates of Election.</i>	<i>Residences.</i>
Sidley Agnes B.	June, 1889	8 Linden
Sherman Cora C.	April, 1889	6 Barnaby
Slocum Hellen M.	February, 1890	27 Middle
Smith Annie M.	April, 1890	37 Whipple
Smith Harriet M.	September, 1889	197 Second
Smith Sarah E.	October, 1882	119 Durfee Ave.
Smith Etta L.	September, 1892	21 Oak
Spencer Ann A.	September, 1890	11 Cottage
Stebbins Harriet L.	September, 1891	55 Durfee
Stewart Mary M.		Highland Ave.
Sullivan Mary E.	September, 1892	9 Lee
Sutherland Annie E.	September, 1891	64 Locust
Sykes Sarah E.	September, 1886	13 Foote
Thackeray Susan L.		181 Davol
Thomas Dora E.	September, 1874	28 Ridge
Thompson Annie M.	June, 1891	14 Stafford Road
Todsen Sarah J.	April, 1891	11 Ninth
Tripp Mary N.	September, 1887	33 High
Warren Julia R. B.	February, 1875	15 Cherry
White Adelaide B.	June, 1888	106 N. Main
Wilcox Hannah B.	September, 1884	20 Grove
Williams Annetta	September, 1892	65 Hanover
Wilson Eunice E.	April, 1892	648 No. Main
Wordell Eva M.	September, 1888	16 Cherry
Wrightington Ethel R.	September, 1884	15 Franklin

## KINDERGARTEN SCHOOL.

Wilbur Ella	October, 1892	3 South
Packer Everetta	October, 1892	12 Underwood

## TRAINING SCHOOL.

Hamnett Elizabeth S.	April, 1891	22 High
Peckham Mabel	November, 1887	204 Second
Bullock Mary K.		Swansea
Clarkson Annie W.		5 Division
Lake Lizzie M.		79 Pine
McElvie Isabel J.		37 Ridge
Moore Grace C.		5 Bigelow
Taylor Margaret E.		64 Eastern Ave.

TABLE

Giving Names, Dates of Election, and Residences of Teachers,  
DECEMBER, 1892.

<i>Teachers' Names.</i>	<i>Dates of Election.</i>	<i>Residences.</i>
MIXED SCHOOLS.		
Bliffins Susan E.	September,	1890 614 N. Main
Brown Ruth E.	April,	1892 New Boston Road
Butterworth Amelia F.	December,	1872 N. Main
Butterworth Carrie E.	Deeember,	1872 N. Main
Clark Jennie M.	September,	1891 144 N. Main
Francis Annie L.	September,	1891 114 N. Main
Gage Jessie A.	September,	1889 44 Locust
McCreery Charles J.	October,	1887 6 Peckham
Petty Annetta E.	January,	1892 Blossom Road
White Susan S.	September,	1892 106 N. Main
Wolfendale Susan M.	September,	1892 130 Stafford Road.

SUPERVISOR OF DRAWING.

Kimball Lucelia	February,	1890 106 North Main
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SUPERVISOR OF MUSIC.

Titcomb Walter J.	September,	1889 43 Rock
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SUPERVISOR OF READING.

Hurley Margaret T.	November,	1888 44 Belmont Ave.
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MILITARY DRILL MASTER.

Munroe John D.	November,	1887 10 Barnaby.
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THE FOLLOWING TABLE

Gives the Number of Pupils Enrolled in each School Building, and the Average Attendance of the same for the Year Ending November 18, 1892.

SCHOOL.	Teachers' Names.	Grade.	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance.	Per Cent. of Attendance.
B. M. C. Durfee High	Charles C. Ramsay, George F. Pope, Iram N. Smith, Everett B. Durfee, Eleazar Cate, James Wallis, William J. Woods, Julia A. Read, Harriet E. Henry, Elizabeth P. Rollins, Mary C. Henry, Mary A. Trafton, Hannah R. Davis, Florence I. Davis, Emily E. Winward, Alice Rich,	10-13	476	409.6	399	97
Borden,	George W. Bronson, Helen G. Lufkin, Anna M. Keenan, Mary E. G. Leat, Jessie L. Foster, Jessie W. Durfee, Lydia Palmer,	4-6	294	245	223	91
Davenport,	Edward Gray, Elizabeth Bowers, Jennie A. Ricker, Ella C. Dodge, Abbie C. Boyd, Melissa J. Nacomber,	1-9	104.8	815	712	87

TABLE—*Continued.*

SCHOOL.	Teachers' Names.	Grade.	Whole No. of Pupils Enrolled	Average No. Belonging.	Average Attendance.	Per Cent. of Attendance.
	Esther A. Clarkson, Anna M. Clarke, Harriette G. Winslow, Julia A. McMahon, Kate F. McCann, Dora E. Thomas, Mary A. Rainford, Ada R. Hambly, Elena J. Frank, Hattie F. Bronson, Ann A. Spencer, Lizzie J. McDermott, Elizabeth S. Frank, Hattie E. Dailey, Mary E. V. Corcoran, Annie E. Sutherland, Annie F. Grinnell, (sub.),					
Davis,	Edwin S. Thayer, Emily C. Lewin, Annie Ashton, Susan A. Crapo, Eliza G. Macomber, Lucy S. Macomber, Alice D. Almy, Harriet A. Palmer, Adelaide S. Warfield, Celia M. Warfield, Sara M. Goodrum, Hattie M. Smith, Clara B. Macomber, Annie E. Moore, Annie E. Creighton, Etta L. Smith, Anna V. Dillon, (sub.), Isabelle F. Lawson, (sub.),	1-9	828	614	561	91

TABLE—*Continued.*

SCHOOL.	Teachers' Names.	Grade.	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance.	Per Cent. of Attendance.
Foster Hooper,	George W. Locke, Mary L. Locke, Mary O. Pitman, Sarah A. Tuell, Annie C. Bush, Harriet M. Thompson,	7-9	214	200.8	193.7	96
Lincoln,	Candace Cook, J. Etta Robinson, Mary L. Ryder, Maria L. Buffinton, Emma Barker, Annie L. C. Robertson, Hannah Wilcox, Annie L. Carroll, Ella F. Elsbree, Annette Williams,	1-9	389	305	274	90
N. B. Borden,	Horace A. Benson, Martha L. Rich, Carrie L. Deane, Harriette E. Martin, Nellie H. Andrews, Eliza J. Robertson, Emeline B. Orswell, Sallie A. Field, Julia A. Barney, Annie L. Carroll, Lucy H. Robertson, Katharine R. Desmond, Addie Hammond, M. Ella Berry, Julia Harrington,	1-9	608	565	522	92
Slade,	Margaret J. Bury, Mary A. Mowry, Emma T. Victoreen, Evelyn E. Albro,	1-9	652	511	468	92

TABLE—Continued.

SCHOOL.	Teachers' Names.	Grade.	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance.	Per Cent. of Attendance.
	Annie E. Sullivan, Mary E. Thompson, Blanche N. Wilbur, Bertha E. Kay, Annie M. Thompson, Nellie G. Bronson, Mary A. Carpenter, Caroline T. Healy, Annie Connell. J. Etta Chace,					
Westall,	Susan P. H. Winslow, Elizabeth C. Stewart, Minnie S. Woodcock, Genevieve H. Bliss, Eunice E. Wilson, Mary N. Tripp, Anna B. Lindsey, Mary M. Stewart,	{ 1-3 6-7	283	236	214	91
Anawan Street,	Emma J. Enwright, Amelia M. Read, M. Etta Frank,	1-3	166	112	102	91
Border City	Sarah M. Hambly, Julia S. Lothrop, Harriette T. Hawkins, Marietta Bliffins, Minnie M. Kelley, Mary B. C. Jennney,	1-4	385	248	215	88
Bowen Street	Isabel L. Connell, Elizabeth B. Murphy, Cora F. Hacking,	1-4	152	98	89	91
Brown	Frances O. Grinnell, Estelle W. Essex, Susan P. Collins,	1-5	309	256	229	89

TABLE—*Continued.*

SCHOOL.	Teachers' Names.	Grade.	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance.	Per Cent. of Attendance.
	Sarah J. Borden, Ella L. Dodge, Jennie P. Murphy, Ella H. Pitman,					
Broadway	Elizabeth M. Johnston, Annie M. Borden, Abbie B. Gray, Mary E. Butler, M. E. Sullivan,	1-5	275	216	176	82
Brownell Street,	Katherine M. E. Hurley, Ellen B. Hudson, Ellen R. Borden, M. Helena Brady,	1-4	202	180	160	89
Cambridge Street,	Helen M. Borden, Margaret E. Brennan, Ida C. Corcoran, Jane F. Freeborn, Julia V. Brennan, (sub.), Ellen L. McCann, Minnie F. McCann,	1-5	283	219	201	92
Chace School,	M. Ginevra Carr, Luella J. Manchester, Margaret E. Maher, Annie C. Coombs,	1-3	227	184	161	87
Columbia Street,	Susan A. Robinson, Annie E. Carpenter, Ella M. Brady, Mary A. Keyes, Helen C. Furlong,	1-4	256	192	158	82
Covel Street,	Jeannette M. Winslow, Ruth Negus, Julia A. Lynch, Sarah E. Smith,	1-4	360	223	204	91

TABLE—*Continued.*

SCHOOL.	Teachers' Names.	Grade.	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance.	Per Cent. of Attendance.
	Elizabeth C. Finneran, Florence Jnbb,					
Danforth Street,	Isabel J. Fraser, Barbara G. Thompson, Lenora A. Read, Carrie E. Carr,	1-5	164	135	122	90
Eastern Ave.	Annie M. Strout, Lizzie A. Kelley, Cora C. Sherman, Annie M. Smith, Susan Thackeray, Ella LeBeau,	1-4	386	250	219	88
Ferry Lane	Ella F. Keyes, Josephine E. Hood, Annie P. Brightman, Susan E. Davis,	1-4	196	151	134	89
Flint Street	Nancy D. Kershaw, Mary A. McCreery, Delia I. Hassett, Hellen M. Slocum,	1-4	229	145	131.5	91
Fulton Street	Carrie M. Brightman, Beulah V. Collins, Edna S. Negus, Mary E. Gray,	1-3	250	170	149	90
June Street,	Margaret J. Thompson, Alice L. Nichols, Edith E. Allen,	1-5	126	107	97	90
Laurel Street,	Mary S. Connell, Kate L. M. Roche, Kate M. Moran, Mary A. Cross,	1-5	252	138	118	86
Linden Street,	Ellen L. Carter, Ida G. Howard,	1-5	200	146	132	91

TABLE—*Continued.*

SCHOOL.	Teachers' Names.	Grade.	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance.	Per Cent. of Attendance.
Lindsey Street,	Betsey A. Armstrong, Adelaide B. White, Emma C. Borden, Louise O. Remington, Lillie T. Higney, Annie L. McGrath,	1-3	225	174	161	92
Mt. Hope Ave.	Mary A. McCreery, Rose B. McHugh, Annie C. Kay, Sarah E. Sykes, Fanny G. Conroy,	1-5	151	131	118	90
Pine Street,	Lizzie H. Simmons, Mary A. Tower, (sub.), Lavinia B. Malcom, Mabel H. Remington, Mary E. Kershaw, Agnes B. Sidley, Annie B. W. Munroe,	1-4	365	253	221	87
Pleasant Street,	Lucinda S. Courtenay, Julia R. B. Warren, Kate C. Eagan, C. Lillie Canfield, (sub.), Kate C. Kelly, Mary J. Bean, Mary C. Roche,	1-2	487	259	125	87
Town Avenue,	Elizabeth S. Deane, Phebe A. Holbrook,	1-3	91	81	68	85
Bedford Street,	Mary E. McClintock, Mary A. Hathaway, Lillian M. Darling, Anna L. Lindsey,	1-3	249	139	122	88
Buffinton,	Delia A. Corbett, Kate A. Callahan,	1-2	144	118	106	90



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TABLE—*Continued.*

SCHOOL.	Teachers' Names.	Grade.	Whole No. of Pupils Enrolled.	Average No. Belonging.	Average Attendance.	Per Cent. of Attendance.
Canal Street,	Jennie H. Brown, Eva M. Wordell,	1-3	141	94	79	84
Osborn street,	Ethel R. Wrightington, Macie E. Grinnell, Sarah J. Todsén,	1-3	104	95	95	91
Third Street,	Sarah J. Cunneen,	1-3	74	42	38	90
*Westminster Street,	Minnie E. McMahon, Ethel Wolfendale,	4-5	82	76	64	84
Robeson Training,	Elizabeth S. Hammett, Mabel L. Peckham, Annie W. Clarkson, Isabel J. McElvie, Mary K. Bullock, Margaret E. Taylor Lizzie M. Lake, Grace E. Moore,	3-5	468	310	268	87
†Anawan Kindergarten,	Ella L. Wilbur, Everetta P. Packer,		42	38		
Lower New Boston,	Jessie A. Gage, Annie L. Francis,	1-8	44	37	31	84
Steep Brook,	Amelia F. Butterworth, Carrie E. Butterworth, Susan E. Bliffins,	1-9	94	86	73	85
Tucker Street,	Charles J. McCreery, Susie S. White, Susan M. Wolfendale, Jennie M. Clark,	1-9	130	104	89	86
Indian Town,	Annetta E. Pettéy,	1-7	21	10	9	88
Upper New Boston,	Ruth E. Brown,	1-9	34	20	16	80

\*Opened Oct. 10, 1892.

†Opened Oct. 17, 1892.